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ABSTRACT

Intended to provide help for teachers and supervisors in using computers in English classes as an enhancement of the instructional program, this guide is organized in three parts. Part 1 focuses on the many management issues related to computer use. This section of the guide presents ideas for helping students with limited keyboarding skills as well as those who must share a computer with other students. Additional lesson plans are provided to demonstrate the variety of ways in which computers can be used to support and extend English curricula. Part 2 of the guide addresses the issues of the kind of information teachers and students need before using computers in their classes. Suggestions and lessons for connecting the writing process to computer use and techniques for using the computer to enhance instruction in literature are also included. Part 3 presents topics for English department conferences designed to introduce teachers to computer use in their classes, and provides suggestions for ways in which teachers can incorporate computers in their personal and professional activities. Appendixes include: a computer repair form, a list of relevant copyright laws, software evaluation guidelines, a list of resources for technical assistance, a glossary of computer terms, guidelines on copying public domain diskettes for the Apple IIe, Apple Plus and the IBM/Tandy, and tips on caring for your diskettes. (MG)

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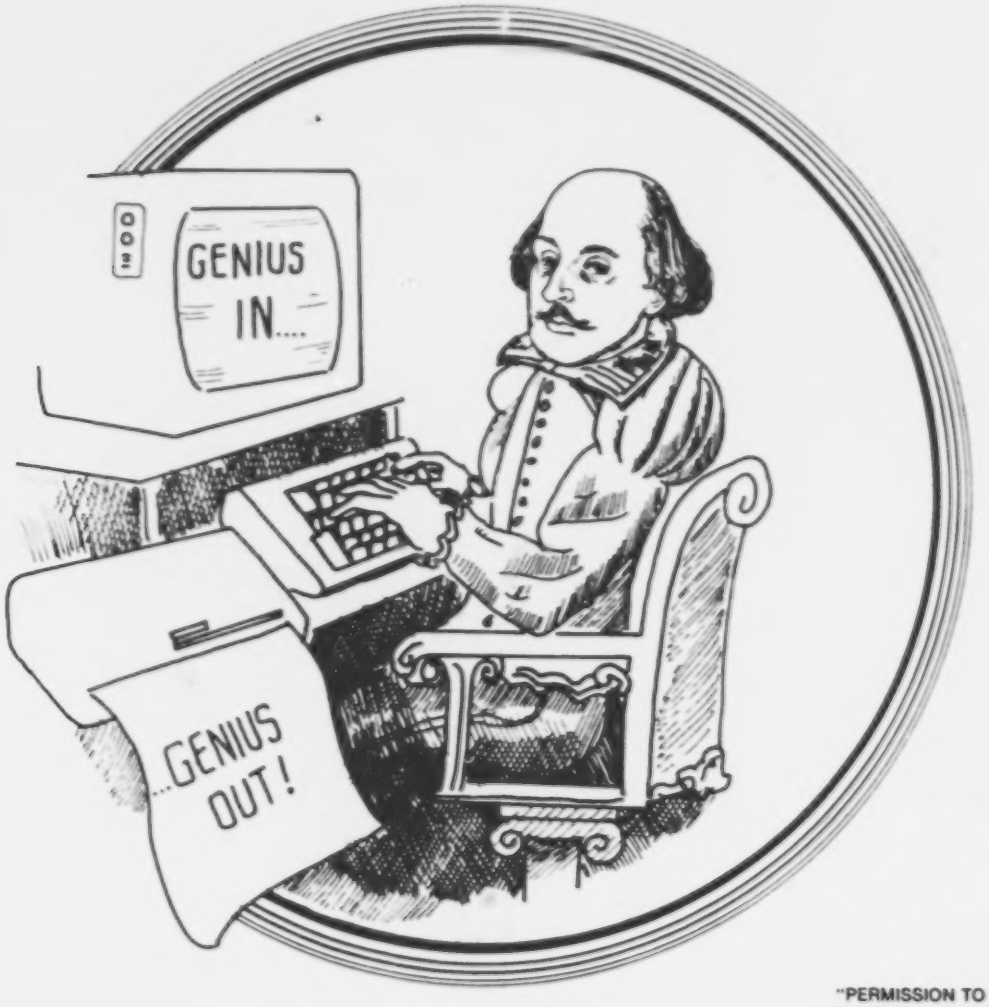

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Foreword

The use of computers in classrooms to support and extend instruction is a topic which is being discussed in major educational forums across the country. Until a few years ago, computer use in schools was the exclusive domain of mathematics departments. Now however, other content area departments have found ways to use computers to enhance the teaching of their subjects.

This guide demonstrates the many ways in which English departments can use microcomputers to assist teachers in teaching students to write different pieces (ie. dialogues, fables, essays), for different audiences and different purposes utilizing the special ways in which computers can enhance the revision process. We are confident that this new technology will extend student learning in ways not possible before.

We hope that the suggestions and materials included in this guide will demonstrate and support the range of uses of the computer in English classes.

Charlotte Frank

Charlotte Frank, Executive Director
Division of Curriculum and Instruction

The use of computers in the classroom has become more prevalent during the past few years. Through this use we have developed a knowledge of their functions and a better vision of their potential. We encourage our colleagues to freely experiment and attempt new approaches. Only with all of us working in concert, can we fulfill our vision for an effective integration of school technology into all subject areas. From these beginnings, we will nurture the critical thinking and practical skills our students will need to succeed in the information age. If children are not comfortable with computers, they will be as unprepared for the future as an adult who cannot read or write.

The purpose of this guide is to give teachers and supervisors a working knowledge of various approaches to enhance pupil learning. Our guides are intended to be open ended and flexible in nature. As a 1920s car is not efficient by 1980 standards, outmoded computer education ideas of the seventies have been replaced by the new visions of the eighties. Classroom use of technology has doubled and redoubled in the past few years. Teachers are continually devising new ideas for the use of this technology.

Feel free to write to me directly with your comments and suggestions concerning this curriculum guide, so that we may improve and update it to meet your needs.

Irwin Kaufman

Irwin Kaufman, Director
Office of Technology

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Note: Some lessons were contributed without identification. If your lesson has been included please contact Steven Tribus' office for inclusion in any future edition.

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How To Use This Guide

The purpose of this Guide is to assist teachers and supervisors in using computers in English classes as an enhancement of the department's instructional program. Toward this end, the Guide addresses many issues related to the effective and efficient use of computers in English. Staff members who are responsible for using computers with English classes should review the document in its entirety.

Part I focuses on the many management issues related to computer use. It will be particularly helpful for supervisors and departmental computer coordinators who are responsible for scheduling classes into the computer rooms and helping prepare both teachers and students to make the most effective use of their time in these rooms. Additionally, this section presents ideas for helping students with limited keyboarding skills as well as those who must share a computer with other students. Both teachers and supervisors should read this section carefully since many management issues must be addressed in order to ensure the best use of class time in computer rooms.

Additional lesson plans have been provided to demonstrate the variety of ways in which computers can be used to support and extend English curricula. The judicious use of these plans, adapted to meet the needs of a particular school and class, will assist teachers in connecting computer use to instructional units.

Part II addresses the issues of the kind of information teachers and students need before using computers in their classes. Included in this section are suggestions and lessons for connecting the writing process to computer use and techniques for using the computer to enhance instruction in literature. The important topic of Computer Assisted Instruction (CAI) is also discussed in this section, including specific criteria to use in evaluating CAI software.

Part III presents topics for English department conferences designed to introduce teachers to computer use in their classes. The scheduling of a series of such conferences will enable supervisors to initiate and sustain interest in the effective use of computers. Importantly, teachers who use computers for personal and professional purposes are more likely to find ways to utilize computers to enhance their lessons. For this reason, this section presents suggestions for ways in which teachers can incorporate computers in their personal and professional activities.

Finally, this guide includes a number of appendices to heighten teacher awareness of many issues and concepts related to computer use.

By reading this guide carefully and using its materials judiciously, teachers and supervisors will be able to make maximum use of computers in enhancing the English curriculum.

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PART I

Managing Instruction in Computer Rooms

Note to Assistant Principals and Department Facilitators

The task of scheduling English classes for computer rooms, preparing teachers and their students for instructions in computer labs, maintaining supplies, and providing practical suggestions for classroom management will fall directly on your shoulders.

In some cases, you will be assigned a room with multiple terminals for the exclusive use of the English Department. In other cases, you will compete with other departments in your school for the use of these computer labs, the availability of which may be even further limited by the assignment of subject-area classes (like Computer Math) on a regular basis. The former situation will provide you with a greater degree of instructional control over your own program. In either case you must plan, make decisions, and set priorities for your instructional program.

Traditional classroom-oriented teachers who are masters of management in their own rooms often experience hesitancy and anxiety at entering a computer-lab setting. In part, this anxiety is based on inexperience with the machine and the software package. In part, it is based on the assumption that lessons in a computer lab will lack the structure so inherent in a developmental lesson plan. A third source of concern is the inability to judge the use of time in a computer lesson and because of this, experiencing the shock of perhaps not meeting a lesson's objectives despite expending time, effort, and thought developing the lesson plan. When such fears are reinforced by a negative first experience in a computer room, the whole program you are designing might, in fact, be jeopardized.

Thus, this section of the manual is intended to introduce you to key issues in preparing you and your teachers to manage computer labs. It is intended to help you face issues before they arise so as to minimize feelings of anxiety and frustration and to maximize successful instruction.

General Issues

The general issues involved in managing computer classrooms are the following:

- MAC and VIP rooms are designed so that they are the same in each school in which they are installed.
  How does the design of computer rooms affect instruction?

- Requesting time in a computer room is usually done at the departmental level. Scheduling classes is often done school-wide. How does scheduling relate to the overall instructional program and philosophy of an English Department?

- A Computer Educational Assistant should be paid for from tax-levy funds. How can a Computer Educational Assistant facilitate and enhance instruction?

- If instruction in a computer room is to occur, much attention must be paid to making a teacher feel comfortable and relaxed in a computer room. How does an Assistant Principal or Computer Facilitator prepare teachers for their first visits?

- Students must observe rules of safety and learn to care for and respect the machines. What steps can be taken to prepare students for using a computer room?

- Some students do not know how to type. Others type very well. How does a teacher handle a diversity of keyboarding skills within the same class?

- Thirty students are working at seventeen computers. Each needs a hard copy of his/her work so as to complete the homework assignment or revision of his/her writing. There are only four printers in the room. How does a teacher manage the end of the period so as to meet this need?

- A set of storage diskettes is assigned to a teacher or a room. How does one make the best use of the storage diskette?

- Students must work in pairs. What kinds of writing assignments should a teacher assign?

The Effect of Design on Instruction

- In some computer laboratories, virtually each student will have his/her own computer on a regular basis. Writing units planned by the teacher can be completed within the designated time periods. While each student may work at his/her own pace, each student is responsible for all tasks assigned. Each work is the product of an individual and the writing group that has affected his/her revisions. In this case, all aspects of the writing process may occur simultaneously.
  Some students will be composing while others are revising, editing, or printing.

- In other rooms, the configuration will force students to work in pairs when class size is average (30-34 pupils). Teachers, in consultation with the Assistant Principal, must decide whether the pair will create his/her own product or whether the pair will create a team product. If the former is elected, the teacher must take into consideration what one partner will be doing when the other partner is composing. The teacher must also consider what typing skills each partner needs to compose the piece within a time-frame. If a team product is elected, more time will be needed to accomplish the same tasks and this must be taken into account when requesting the use of the room.

- The teacher may choose to devote time in the computer lab exclusively for the composing process and to provide time for active listening, and small group work in the instructional classroom. Such a decision will affect the request for time made by the teacher: alternate rather than consecutive days may be requested.

- The size of the room, and the fact that students will undoubtedly be working in pairs, will affect how individual work is produced. The teacher may provide mini-lessons to part of the class to assist production of student work. In addition, revisions in the classroom may be considered with the final revision occurring in the computer room.

Lesson activities for pairing students will be made later in the section entitled "Suggested Writing Assignments for Students Working In Pairs."

Planning for Materials and Supplies

In some schools, each department is responsible for the computer supplies. In other schools, supplies are ordered centrally or through the Assistant Principal assigned to supervise the Computer Rooms. The following are computer supplies which schools need on an on-going basis:

* dry markers and erasers
* computer paper for Dot Matrix Printer
* blank paper for Letter Quality Printer
* blank diskettes
* printer ribbons
* storage boxes for program or storage diskettes

The following are supplies you might wish to consider to enhance the English instructional program.

* folders for writing tasks
* posters depicting care and handling of diskettes
* posters depicting correction symbols
* a keyboard chart for demonstrating the location of function and control keys

The following supplies should be purchased as funds become available:

* cleaning kits for disk drives
* anti-static solution for monitors
* dust covers

Scheduling Rooms for Use

The frequency with which a class uses the computer room depends on the following factors:

* the instructional intent of the unit
* whether or not the English Department is assigned its own room or is part of the master school-wide schedule

Scheduling teachers and classes for computer room use should begin at the departmental level with a simple request form.

SAMPLE FORM

Name of School
Computer Room Request Form

Teacher_____ Today's Date_____

Dates Requested: _____
_____
_____

Class	Period	Program
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Purpose of Lesson_____
_____
_____
_____
_____

_____
Approved

If the English Department is a part of a master computer-room schedule, each subject Assistant Principal should compile a summary of requests and forward it to the Computer Assistant.

School Name

Assistant Principal: _____ Subject area: _____ Today's Date: _____

Computer Laboratories -- Reservation Summary Form

Date	Teacher	Class	Period	Room	Para (y/n)	Software

The Computer Assistant Principal then generates a school-wide schedule showing each teacher's room assignment. The schedule also displays computer rooms which are not scheduled for class instruction and are available for staff training or individual teacher use. See a sample master schedule on the following page.

The master schedule be copied and sent to each teacher whose request has been honored for the week. It should be posted in the department office to publicize those periods when computer rooms are available for a teacher's personal use or for staff development training.

SAMPLE

School-Wide Computer Room Master Schedule

COMPUTER LABS ASSIGNMENTS

Date: _____

To: _____

From: _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rm 1:	:	:	:	:	
Tr 1:	:	:	:	:	
Cl 1:	:	:	:	:	
Sw 1:	:	:	:	:	
Rm 2:	:	:	:	:	
Tr 2:	:	:	:	:	
Cl 2:	:	:	:	:	
Sw 2:	:	:	:	:	
Rm 3:	:	:	:	:	
Tr 3:	:	:	:	:	
Cl 3:	:	:	:	:	
Sw 3:	:	:	:	:	
Rm 4:	:	:	:	:	
Tr 4:	:	:	:	:	
Cl 4:	:	:	:	:	
Sw 4:	:	:	:	:	
Rm 5:	:	:	:	:	
Tr 5:	:	:	:	:	
Cl 5:	:	:	:	:	
Sw 5:	:	:	:	:	
Rm 6:	:	:	:	:	
Tr 6:	:	:	:	:	
Cl 6:	:	:	:	:	
Sw 6:	:	:	:	:	
Rm 7:	:	:	:	:	
Tr 7:	:	:	:	:	
Cl 7:	:	:	:	:	
Sw 7:	:	:	:	:	
Rm 8:	:	:	:	:	
Tr 8:	:	:	:	:	
Cl 8:	:	:	:	:	
Sw 8:	:	:	:	:	
Rm 9:	:	:	:	:	
Tr 9:	:	:	:	:	
Cl 9:	:	:	:	:	
Sw 9:	:	:	:	:	

This weekly schedule may be modified as needed via the daily schedule

KEY: Rm = room, Tr = teacher, Cl = class, Sw = software

NOTES:

Hiring a Computer Lab Educational Assistant

One key to the success of a school computer program is the funding from tax-levy monies of the position of Computer Lab Educational Assistant. The hiring of a Computer Lab Educational Assistant needs the support of the Principal and the Assistant Principal, Administration.

Job Description--Computer Lab Para-Professsional

Duties and Responsibilities

The position of Computer Lab Educational Assistant is a full-time position. The position includes participation in the administrative and instructional uses of mini- and micro-computer systems.

Administrative duties and responsibilities will include:

- Operating computer systems including disk drives and printers.
- Scheduling whole class computer lab utilization.
- Maintaining student records of computer lab utilization.
- Maintaining a library of computer software and periodicals.
- Maintaining the physical integrity of the room.
- Maintaining records for service contracts, inventory, and repair.
- Reporting any equipment malfunction, room safety problems, and electrical problems to the Assistant Principal in charge of computers.
- Upholding all government copyright laws protecting hardware and software.
- Preventing students and faculty from removing write-protection tabs from any program diskettes.
- Preventing anyone from removing any hardware or software from computer rooms.
- Prohibiting anyone from smoking, eating, or drinking in the computer room.
- Maintaining supplies for the room.
- Completing reports, questionnaires, inventories, etc., as required.
- Securing all windows, closets, and doors before leaving the room.

Instructional duties and responsibilities will include:

- Assisting teachers to prepare programs for classroom use.
- Assisting students to prepare, utilize, and debug programs in classroom setting.
- Providing tutorial assistance in computer language.
- Assisting students to run computer software.
- Assisting students to use computer application software including word processing and electronic spreadsheets.
- Familiarizing staff with in-house equipment on an on-going basis.
- Demonstrating software to whole classes as requested by teachers and department supervisors.

The hiring of a Computer Educational Assistant facilitates such management problems as:

- unlocking and locking of doors at the beginning of a period when access to keys is limited.
- printing work at the end of a period when students are untrained in this aspect of computer use.
- rebooting or debugging a computer in the middle of a lesson when access to original program disks is limited.

In addition, the Computer Educational Assistant provides professional support to teachers lacking experience in a computer room.

Note: Local colleges and community college computer programs are excellent sources of personnel for this position.

Preparing Teachers for Their First Visit

A teacher's first visit to a computer room is crucial. A positive visit, characterized by a sense of control and planned around an achievable instructional objective, will encourage teachers to return to the computer room. Thus, helping a teacher confront instructional and management issues prior to the first visit is essential to the success of a computer program.

A department conference, a departmental bulletin, or an individual conference with a teacher should address instructional and management issues. Ask teachers to consider the identified problems and to adopt procedures similar to the following:

Procedures To Follow On The Day Prior To The First Day of Class
(Management)

. Visit the computer room to which you are assigned.
Note that computers are numbered: i.e., 1-16 (or 1-32).

. Assign each student to a computer. Write the computer number on your Delaney Card.

. Survey classes for their keyboarding skills.

. If students must be paired, consider the following:

- pair academically stronger students with weaker students
- pair students with weak keyboarding skills with students of stronger keyboarding skills
- pair compatible students; avoid pairing identified behavior problems at the same or neighboring computers

. Obtain sets of "Behavior and Responsibilities of a Student in the Computer Room" (see page 16) from the department office. Have students read and sign the contract and place the contract in their notebooks.

Problems To Consider When Planning Your Lesson
(Instructional)

- Leave time (10-12 minutes) for the Safety Rules and Safety Quiz which will be administered (by the Computer Educational Assistant) on the first visit.

- What specific keys will the students use in order to execute this lesson? How will you instruct them in the use of these keys?

- What specific procedures inherent in the program will students follow during this lesson? (e.g.: Must they know how to save, print, or recall their work?) How will you provide instruction in these procedures? (hand-out, board, oral?)

- How will you assign homework? Do the students need a hard copy of their work to complete the homework? Did you save time for printing in your lesson plan?

- Have you planned an activity in which all students can participate in some way?

Problems To Consider When Planning Your Lesson
(Management)

- Do you need a storage diskette for each student or will the machine/room diskette suffice?

- Under what name will the student using the machine/room diskette save his/her work to distinguish it from other students composing similar pieces of writing on the same diskette?

- How and where will you store the diskettes at the end of the period?

- If students need a hard copy for homework, how will you leave enough time for all students to print their work?

- What other problems do you foresee that can be dealt with in advance?

Procedures To Follow On The First Visit (Management)

- If you are free during the period before the visit, go to the room, check that a dry marker is available, and that the boards are clean. Write your name, class, and date on the board.

- Assist students in finding their seats. Have students place their coats and books in the receptacle provided in the computer tables.

- Caution students not to touch the machines or the keyboard until you tell them to do so.

Lesson Planning

Strategies to consider when working with teachers:

- Plan the first lesson with the teacher at the computer using the same program the students will be using. (Encourage teachers to plan lessons in this manner. The directions a teacher provides will be more clear and accurate.)

- Standardize the first lesson for the department. Reproduce, distribute, and discuss the lesson at a department conference. Have teachers who have taken their classes to the computer room discuss and share experiences. Be prepared to revise the lesson.

- Organize a department file of computer lessons.

- Do a demonstration lesson in the computer room. Student enthusiasm will generate teacher enthusiasm.

Preparing Students for Their First Visit

If students are to care for and respect the computer as an instructional tool, they must be advised of the behavior and responsibilities appropriate to a student in a computer room. A set of behaviors and responsibilities similar to the following may be elicited from students and summarized formally in a departmental or school-wide policy.

The Student Contract - Behavior And Responsibilities
Of A Student In The Computer Room

While in the computer room, a student is charged with following responsibilities:

1. To observe all routines and procedures established by the teacher (and the computer assistant)

2. To observe the rules of safety

3. To act maturely, to cooperate with the teacher and computer "buddy," and to assume responsibility in all assigned tasks

While in the computer room, a student is asked to follow these routines:

1. To sit in the assigned seat
2. To place books and coats on the shelf located beneath the computer
3. To wait for the teacher or computer assistant to explain when and how to begin the day's work

A student is required to follow these rules:

1. Do not eat, drink, or chew gum at any time. Foreign substances can damage the computer's mechanism.

2. Do not remove a program diskette from the disk drive unless instructed to do so. Removing a program diskette at the wrong time can erase the program forever, "deboot" the machine, or damage the disk.

3. Do not tamper with any part of the machine or put a finger in the disk drive. Doing so may short circuit the computer and cause you physical harm.

4. Do not leave your seat unless requested to do so by your teacher (or the computer assistant). Do not run at any time.

5. Do not mishandle your diskette or remove the label or protection seal. Doing so may erase your work.

6. Do not turn the computer on or off unless instructed to do so.

I have received and read the code of behavior and my responsibilities in a computer lab. I agree to follow this code and to live up to my responsibilities.

_____

Student's signature--date

Note: Students should be instructed in principles of responsible computer operation to or during their first visit to a computer room. An effective use of the Computer Educational Assistant is to demonstrate each of the principles. The principles of responsible computer operation and the student contract should be summarized in writing and maintained in a departmental file.

See the sample of principles on the following page.

Principles of Responsible Computer Operation

1. Do not touch the electrical wires or electrical outlets of the computers or printers.
2. Do not plug in a machine that is unplugged. It may be out of order.
3. Do not put the keyboard on your lap.
4. Do not move a machine. If moved, and in an unsafe position, it might be knocked from the table and damaged.
5. Do not experiment with parts of the machines or with the functions of the machines.
6. Do not place your fingers or hands in the disk drives.
7. Do not attempt to stop the printer when it is in motion.
8. Do not use ball point pens, pencils, or other pointed instruments on the machine, especially in the keyboard, disk, drives, or printer.
9. Do not unplug the machines, damage them, or write on them in any way.
10. Do not remove any parts from the machine. Report loose or missing parts to the teacher at once.
11. NEVER ATTEMPT TO REPAIR A MACHINE.
12. Do not let anyone operate the machine to which you are asssigned.
13. Do not wear loose jewelry (chains or bracelets) that might become caught in the printer or other parts of the computer.
14. Do not bend diskettes.
15. Do not use pencils, clips, or ballpoint pens on diskettes.
16. Do not touch exposed parts of the diskettes.
17. Do not place diskettes near hot places.
18. Do not place diskettes near magnets, radio speakers, telephones, or motors of any kind.
19. Do not use cleaning fluid on diskettes.
20. DO NOT HANDLE PROGRAM DISKETTES under any circumstances. Only your teacher or the educational assistant is trained to handle these very expensive diskettes.
21. Protect your diskette by placing it in its protective envelope as soon as you remove it from the disk drive.
22. Do not place diskette on top of the video monitor.
23. Do not remove or place a diskette in the disk drive while the red light on the disk drive is on.

VIOLATORS OF THESE PRINCIPLES ARE SUBJECT TO DISCIPLINARY ACTION WHICH INCLUDES REMOVAL AND OR EXCLUSION FROM THE COMPUTER LABS.

At the time of a school's re-registration, the State Education Department will request proof that students using computer labs have been apprised of these principles. It is recommended that a department adopt one or more of the following as evidence of that proof:

* Prepare a student behavior and responsibility contract. File signed contracts by class in the department office.

* Elicit these principles from students. Have them record the principles in their notebooks.

* Post Principles of Responsible Computer Operation in each computer room.

* Use these principles as the basis of a safety quiz (see next page). Grade the quiz Pass/Fail. File the quizzes in the department office.

Safety Quiz for Computer Lab

Name_____ Class_____ Date_____

Direction: Answer each question in a complete sentence.

Note: Each student is required to obtain a passing mark on this quiz before he/she is permitted to operate the equipment in the computer labs.

This quiz will be kept on file.

1. Why should a student never touch the electrical sources in the room?

2. Why should a student never try to move a machine?

3. Why should a student never place his/her fingers in the disk drive or the printer?

4. What should a student do if part of a machine is broken or missing when he/she arrives?

5. Why should a student never try to repair a machine in the computer lab?

6. Who can handle program diskettes?

7./8. List two ways in which a diskette can be damaged.

9. What should you do as soon as you remove your diskette from the disk drive?

10. What happens if you violate these rules?

Student Keyboarding Problems

Students in the same English class will have a wide diversity of keyboarding skills and previous experience with a computer keyboard. Consider the following when this occurs:

* Instruct students to engage the CAPLOCK or similar key and to type entirely in capital letters. This will eliminate the need for students with weak keyboard skills to use the shift for upper case letters.

* Assign initial writing tasks that are limited in nature (i.e.: one paragraph).

* If students are working in pairs, pair weaker students with stronger students.

* If students are working in pairs, assign the writing of dialogues. Have partners alternate writing one line at a time.

The End of the Period

The end of the period needs to be managed carefully by the classroom teacher to avoid losing student work that has not been saved or revised correctly. Consider these suggestions when training teachers on handling the end of the period:

* Issue clear, specific directions to students concerning what is required of them at the end of the lesson.

* At a time designated by the teacher, students should begin the culminating activities. This might include saving work, revising work, printing work, or, in CAI software, recording progress as indicated by the software's management system.

* Duplicate instructions on "How to Save," "How to Recall," and "How to Print" using your word processing program and have them available at each computer for student use.

* Have the students sitting at computers connected to printers print their work first to free these terminals for other students.

* Appoint several students (one per printer) printing specialists and have them assist other students to print their work.

* When pairs of students create a product and both need hard copies for homework, command the printer to make two copies, one for each student.

Providing Classes with Storage Disks

Storage disks must be used with word processing programs. Most CAI drill and practice programs do not require storage disks. There are a variety of ways to provide storage disks to a class:

* Work with the school store to order reasonably priced storage disks. Those who wish to own their own diskette may purchase a storage disk to be used in any subject class which is integrating computers in the curriculum. (Note: these disks must be formatted).

* Issue one class set of disks to each teacher who has scheduled classes for computer room use. Ask the teacher to number the diskettes to match the number of the computer to which a student is assigned. (In this way, for example, a teacher with five classes can have five different students using disk #3 at computer #3.) Each student will have his/her own file on the disk. It will be saved by a code which will be discussed later.

* Issue one class set of disks for a room. Number the diskette to match the computer to which students are assigned. Each student will have his/her own file on the disk. It will be saved by code.

Note: This will work only if a teacher is continuously assigned to the same room. If a teacher is scheduled for another room, his/her student's work will not be on the room's diskette.

Naming a File

If diskettes are assigned by teacher or by class, the problem of naming a file will occur. Various ways to name a file are:

* have students use their four-digit ID number
* have students use any code determined by the teacher which is no more than eight characters
  example: computer # /Student ID # /period
  12 / 4692 / 5
* have students create a secret code for themselves
* have students use their four digit ID number and a decimal point to indicate different files for different assignments

  example: 4692.1 for different business letters
  4692.2 for a research paper

Suggested Writing Assignments for Students Working in Pairs

Dialogue Writing

General Situations

* two siblings discussing an aged parent
* an older person giving a younger person advice
* a parent/child conflict
* two young people discussing a romantic relationship
* a teacher and a student discussing the student's grades
* two siblings discussing their parents' divorce
* two students speaking about their favorite teacher
* two young people meeting for the first time
* two best friends saying goodbye for the summer
* a young person late for the first day of work having a confrontation with the boss

Dialogue Writing Related To Literature

* A student asks a question of the author of a literary work. One student keys a question such as, "Why did you have the novel end that way?" The second student posing as the author responds.

* Students play the role of two different characters in a book. They can talk to each other about a specific incident which happened "off stage."

* A character (one student) talks with the author (another student). The author clarifies reasons for a character's actions or the author illuminates the character's actions.

* A student talks to a character (another student). The student poses questions or comments concerning the character's actions or beliefs which the character clarifies.

Persuasive Essay

. One student plans and keys one major point of the essay. The second student plans and keys the second major point.

. One student argues for a position. The second student argues against the position.

Motivation to a New Unit or Report Writing

. Have students list everything they know about a topic. Rearrange the list by classifying similar items. Label each classified list.

Resource Unit: Getting Started (Sample Lessons)

Lesson One

Aim: How can we become familiar with the computer room, the computer, and the keyboard?

Performance Objectives: Students will be able to:

- follow classroom procedures appropriate to a computer room.
- demonstrate an understanding of safety rules by taking a safety quiz.
- gain a familiarity with the keyboard by keying a brief writing exercise.
- demonstrate a grasp of word processing functions: cursor movement, CAPLOCK, wraparound, ENTER key, name, save

Pre-lesson Activity:

- Assist students in finding their assigned seats. Computers should be numbered for easy seating.
- Require students to place books, jackets, etc. in the shelves beneath the computer.
- Remind students not to touch the computer or keyboard until they are told to do so.

Motivation:

- What do you already know about computers and how computers play a role in our everyday lives?

- Can you think of ways that computers will help you in a Communication Arts class?

- What do you think you have to know before you can use computers successfully?

- Today we will learn about our computer and how to use it safely in this room.

Development:

- Describe the following parts of the computer: CPU, Monitor, Keyboard

- Review and demonstrate the Principles of Responsible Computer Operation. Note: The Educational Assistant may do this.

- Administer the Safety Quiz. Collect the quiz.

- Direct students' attention to the Main Menu displayed on their monitors.

- Assist them in the correct keyboarding sequence for obtaining a blank (editing) screen.

. Direct students' attention to the keyboard. Discuss the different types of keys (numeric pad, function keys, control keys).

. Have students key a very simple exercise to become familiar with the keyboard:

Example: Have them key their name and address many times.
Discuss the wrap-around feature.

Note: If students are very weak in their skills, allow them to engage the CAPLOCK or similar appropriate key thus avoiding the need to shift.

Note: If students are working in pairs, provide time for each student to practice keying.

. Have students locate the ENTER (CARRIAGE RETURN) key. Have students press it twice. Discuss CURSOR pnd movement.

. Provide students with a simple writing assignment. Have them key a response to the assignment.

. Discuss the purpose of the storage disk. Have the students put the disk in the disk drive. Discuss the computer's memory.

. Provide directions for saving and naming work.

. Provide directions for removing and storing the storage disk and leaving the room.

Suggestions:

. Provide students with pre-writing guidelines: Think about a time you were very happy or very sad. Where were you? What happened to make you feel this way? Who was with you? When did this feeling come to an end?

. Provide a task: choose an object that is important to you because it reminds you of a certain person or a certain experience. Describe the object physically and then recall the qualities of the person or experience of which it reminds you.

Homework:

- Write a letter to a friend telling him/her what you learned in class today about computers.

Lesson Two

Aim: How do we make simple corrections and revisions on our work?

Performance Objectives: Students will be able to:

- make simple corrections on their work by using: strikeover, DELETE key, SPACE BAR, BACKSPACE key, INSERT key.
- differentiate between editing and revising.
- begin to make simple revision on their work.

Pre-lesson Activity:

- Clear your work station of all books, pens, and garments and place them on the shelves beneath the computer.

Motivation:

- Yesterday you keyed a simple writing exercise.
- Where is your work now?
- If we are able to get this piece of writing back on our screen, what would we do to it?

- Today, we are going to recall our text to correct it, add to it, or revise it.

Development:

- Provide directions for recalling text.
- Write the following words on the chalkboard exactly as they appear. Have students key these words on their screens.
- Ask students to identify the errors in the following words:

  BECAESE OPEM INTERISTING

- Demonstrate or explain the strikeover feature.
- Ask students to make strikeover corrections of these words on the computer.
- Write the following words on the chalkboard exactly as they appear. Have students key these words on their screens.
- Ask students to identify the errors in these words.

  BECAAUSE BOPEN INTERESTINGT

- Demonstrate or explain the DELETE key, BACKSPACE key, and SPACE BAR.
- Ask students to make deletion corrections of these words on the computer.

. Write the following words on the chalkboard exactly as they appear.

BEAUSE OEN INTERETING

. Have students key these words on their screens.

. Ask students to identify the errors in these words.

. Demonstrate or explain the INSERT key and its function.

. Ask students to make insertion corrections on the computer.

- How have we made our work more readable?

. Define what it means to edit text.

. Ask students to reread their writing samples and to determine if there is anything that could be described more fully. Elicit examples.

. Ask which editing features previously learned could be used to improve a sentence like:

The glass owl, sitting on the bookcase and reflecting the sun, was a special possession of my friend.

- How can the sentence be improved? Elicit suggestions.

. Demonstrate how to revise the sentence.

. Reread the revised sentence.

. Ask students how changing this sentence was different from making the previous corrections.

. Elicit a definition of "revision."

. Allow students time to make simple revisions on their text.

Summary:

- What is the difference between editing and revising text?

Homework:

- How does the word processor help make work more effective? More readable? More interesting?

PART II

The Computer In the Integrated Communication Arts Program

Philosophy

There is a definite place for computers in the Communication Arts classroom. While software packages can enhance the teaching of journalism, vocabulary, SAT preparation, and other Communication Arts applications, the major focus of a computer program in Communication Arts should be the computer's use as a word processor. It is this use that can turn a classroom of students into a classroom of published authors.

Word processing in the English classroom

- must enhance the existing instructional program and not be the "centerpiece" of the program.
- effectively integrates into the curriculum if the school's writing program provides, as it should, opportunities for students to draft, revise, edit/proofread, and publish their work.
- helps focus students on the writing task as they focus on the computer screen.
- helps students discover and explore ideas in writing because changes are so easily accomplished.
- provides for immediate implementation of learned concepts.
- allows more students to really experience the composing process as they pore over and revise a piece of work.
- provides a clear, clean version of the work, motivating students to keep writing and publishing.

This section of the manual is based on the following assumptions:

- Machines don't teach students to write; teachers do.
- The computer is an instrument; writing is the lesson.
- The instructional approach to teaching writing is more important than the word processing program selected.

Capabilities of Word Processing Software

Word processing programs allow students to:

. Create text.

. Save text in the computer's memory.

. Format text. Formatting features include:

* underlining
* boldfacing
* centering a line automatically
* placing a line to the right or the left of the monitor
* block indenting a passage of text
* defining the text's left, right, top and bottom margins
* providing automatic, continuous pagination (footer)
* providing a standardized heading (header)

. Revise Text. Revision features include:

* erasing a word or a line
* inserting new information into existing text
* deleting information from existing text
* correcting spelling errors by inserting and deleting characters
* copying text several times within the same document
* moving text from one place in the document to another
* searching for a word or a string of words and replacing it with another word or string of words
* appending one file to another file
* using a spelling check to proofread the entire text

. Print text. Printing features include:

* justifying text
* aligning text
* changing indentations
* selecting spacing (single, double)

Note: More sophisticated word processing programs have additional features such as:

* merging text
* selective pagination
* selective headers
* cut and paste
* superscript
* subscript
* modifying document defaults

Review of the Writing Process

"Writing process" is an approach to writing which recognizes writing as a process of thought and expression, a "loop process" where one writes one's first thoughts, then selects, organizes and revises to generate a finished product. The emphasis of the teaching and the activities is on the process of composing rather than exclusively on the product.

Pre-writing

Pre-writing is the first step in the process. It is any method or methods used to generate ideas for writing. Two such methods are:

* guidelines: a specific set of questions to help feelings surface and promote ideas for free-writing

* free-writing: a technique for recording first thoughts by writing non-stop for a limited period of time without revision or organization

The First Draft

This is the piece generated immediately following free-writing. It employs ideas or phrases elicited during free-writing.

Revision

Students have the opportunity to share and discuss their writing with others (peers, teachers, parents) and then make appropriate changes in content, sequence, voice, etc. Active listening should be used during revision. It is a non-judgmental response to the reading of a piece; it is meant to validate the writer's expression and "hold a mirror" to his or her writing so that he or she may begin the revision process.

Editing/Proofreading

Attention is given to mechanics including spelling, punctuation, usage, transitions between paragraphs, etc.

Publishing

Students should have opportunities to have their writing published. Such publications may range from the very simple (a collection of the classes' writing) to the more complex (a short literary magazine).

Word Processing And The Writing Process

Writing Process	Word Processing Capabilities
Pre-writing Activities	Create and save text
First Draft	Create and save text
Revision	Erase a word or line Insert or delete text Copy or move text Search and replace Append files or texts
Editing/Proofreading	Spelling Checker Format: underline, boldface, center, block indent, define a margin, paginate, create a header
Publishing	Print: justify, align, space

Integrating Word Processing into the Writing Process

The five lessons* that follow have been designed to integrate word processing with the writing process.
They are offered as illustrations of this integration.

By the end of this unit, students will be able to:

- develop a topic for writing a narrative by responding to guidelines in a free-writing exercise.
- develop an awareness of their personal composing styles as an aid to understanding their writing processes.
- write a first draft of a personal narrative on the word processor, demonstrating a grasp of the computer commands.
- demonstrate the ability to listen actively by responding to the writing of their peers.
- revise their first drafts on the word processor.
- recognize ways to add detail to make their writing more interesting by responding to guide questions and revising their essays.
- proofread and edit their final drafts using appropriate word processing functions.

In evaluating these lessons, it is recommended that the following criteria be used:

- achievement of performance objective
- effective use of word processing
- effective incorporation of writing as a process

*Adapted from lessons for High School Computer Workshops written by Winifred Radigan, Assistant Principal, English, Erasmus Hall HS.

Lesson One

Aim: How can pre-writing help us select a topic and generate ideas?

Performance Objectives: Students will be able to:

. develop a topic for writing a narrative by responding to guidelines in a free-writing exercise.
. listen actively to their peers.
. develop an awareness of their personal composing styles as an aid to understanding their writing processes.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Enter the Type/Edit Mode. (blank screen)
- Key your school heading.
- Press the ENTER (CARRIAGE RETURN) key twice.

Motivation:

. Have students close their eyes and listen to the following questions:

- Think about a time when a relative, teacher, or friend helped you in a major way.

- Who was this person?
- What happened in your life that made you need to talk to someone?
- What did the person do to stand by you?
- What did the person say?
- Where were you when the person helped you?
- What was the place like--its sights, smells, sounds?
- How did you feel before you had the person's help? How did you feel afterwards?
- Why?

Development:

- Open your eyes. Free-write for ten minutes about a time when someone helped you. Try to respond to all of the questions I asked. If you get stuck, key "I'm stuck . . . I'm stuck ... I'm stuck..." until the next thought occurs.

. At the end of ten minutes call time.

- Press the ENTER (CARRIAGE RETURN) key three times.

- I want you to think about your writing. How did you go about recalling and writing? What did you feel while you were writing? What internal distractions occurred? What external distractions occurred?

. Direct students to write a "process" piece based on answers to the above questions in which they describe what they went through as they wrote.

. At the end of five minutes call time.
Invite volunteers to read their second piece. Provide non-judgmental feedback. Indicate in what process the students seemed involved: memory, questioning, listing ideas, recording sense impressions, etc. Make them aware of the different composing styles people have, helping them understand the way they compose best.

- Find the HOME or other appropriate key and bring the cursor to the top of the screen. Now, reread your first writing pieces. Find a word, a phrase, or a sentence that you would like to include in your first draft or that you would like to develop into a piece of writing.

- Using the cursor keys, position the cursor under the first letter of that word, phrase or sentence.

- Following my directions, let's underline the word or phrase or line together.

(Note: Provide simple step-by-step procedures for underlining with your word processing program.)

- Following my directions, let's save and name our writing.
(Note: Provide simple step-by-step procedures for saving and naming the work.) Name the work: STORY.

Summary:

- In what pre-writing activities did we engage in today?
- How did these pre-writing activities help us?
- Why is it important to understand the processes we use to write?

Lesson Two

Aim: How can we use our free-writing to produce a first draft?

Performance Objectives: Students will be able to:

. write a first draft of a personal narrative on the word processor
. demonstrate a grasp of computer commands: recall (get) text, create text, save (store) text, print text.

Pre-lesson Activity:

- Put your storage disk into the disk drive.
- Recall STORY.
  (Note: Provide directions for recalling work.)
- Reread your free-writing piece.

Motivation:

- Focus your attention on the word, phrase or line you underlined yesterday. Try to recapture your interest in or fascination with this word or phrase, or line. Memorize it.

- Press the END or other appropriate key to bring the cursor to the end of your document. Press the PAGE DOWN or similar key to go to a new page.

- Key the chosen word phrase or line at the top of this new page. Press the ENTER (CARRIAGE RETURN) key twice.

Development:

- Tell us a personal story, a narrative, about this word or phrase or line. Tell your story in the first person.

. Have students compose their first draft for twenty-five to thirty minutes.

. At the end of thirty minutes, call time.
  - Following my directions, let's save our work.

. Provide directions for saving work.

. Review directions for printing work. Review the classroom system for printing work.

Summary:

How is our first draft similar to our free-writing piece? How is our first draft different from our free-writing piece?

Lesson Three

Aim: How can we improve our first drafts by adding details?

Performance Objectives: Students will be able to:

. recognize ways to add details to make their writing more interesting by responding to guide questions and revising their essays.
. demonstrate the ability to listen actively responding to the writing of their peers.

Pre-lesson Activity:

. Have students work in pairs so each has a writing partner.
. Have students sit with their writing partners.
. Ask them to put a printout of STORY on their desks.

Motivation:

- What is the difference between the following sentences?

  I felt sad.
  I ran upstairs to my room, slammed the door behind me, threw myself on my bed and wept and sobbed until I fell asleep exhausted.

- How can we "show" feelings rather than just tell about them?

Transition:

- As we work in pairs today, we are going to focus on helping each other add details to our stories.

Development:

- What are some ways we can add details?

. by indicating place (where)
. by indicating time (when)
. by indicating person (who)
. by adding description (how, which, what kind)
. by giving reasons (why)

. Have students read from their work. Elicit examples of details and vivid language.

- How can our word choices make our stories more vivid?

. adjectives and adverbs can add colors
. strong, precise verbs can convey the images
. similes and metaphors can brighten the narrative

. Direct students to read each other their stories, summarize each other's story, and respond to such questions as:

- What more would you like to know?
- How can the story be completed?
- Does the story have a sense of time?
- Where can details be added so that the writing "shows" instead of "tells"?

Summary:

- How have we helped each other improve our stories?

Note: This lesson may be taught in the regular classroom or in the computer room since no direct word processing applications are involved at this stage.

Lesson Four

Aim: How do we revise our first draft?

Performance Objectives: Students will be able to:

. revise their first draft using their partner's suggestions for inserting and deleting details.
. demonstrate a the word processor's capabilities to insert and delete text.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Obtain a clear screen.
- Key these sentences:

  When I was young, my friend really let me down.
  I really needed his help on a school project.
  I also needed him to show he cared.

Motivation:

. Have a student read the sentences out loud.
- What would you like to know more about?
- How would you add this information if you were using a pen and paper?
- How would you indicate on paper that you were taking something out?

Transition:

- The word processor can help us add (insert) and remove (delete) information more quickly. Today we are going to practice these features.

Development:

- Position the cursor under the "y" of the word "young."
- Find your DELETE or similar key.
- Press your DELETE key five times.
- What happened?

- Position the cursor at the comma after the word "was." Press your INSERT or similar key once. Key "six years old" and press the SPACE BAR once. Press the INSERT key.
- What happened?

- How is our new sentence better than the original?
- How did we do this?

. Continue to make revisions on these sentences by deleting non-specific words and inserting more accurate and precise words and details.

- How have we improved our writing?

. Have students clear the screen of this practice exercise.

. Have students recall STORY.
Have students use the PAGE DOWN or similar appropriate key to get to the beginning of their narrative.

. Direct students to revise their first drafts by inserting the suggestions made by their writing partners and by deleting non-specific diction.

. At the end of twenty or twenty-five minutes call time.
Have students save their revised work.

Summary:

- Compare your original with the revised piece.
Evaluate the revised piece. How is it better than the first draft?

Note: More advanced lessons may focus on the MOVE or COPY features of the word processor as a means of revising text.

Lesson Five

Aim: How can careful editing make our work more readable?

Performance Objectives: Students will be able to:

. proofread and edit their work.
. demonstrate the word processor's capabilities to strikeover, insert, delete and such options as global search, replace, and spelling check.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Obtain a blank screen.

Motivation:

. Key these sentences AS THEY APPEAR:

> I will never foorget the term in the ninth grade when I was lost, confusede, and without an direction and my English taecher helped me to find my direction once again. Entering the nith grade after my mother's death, I felt that too many changes were occurring and that I had no direction in life.

- What are the errors in these sentences?

- How would you correct them if you were using a pen and paper?

- Why is it necessary to proofread and edit our work carefully?

Transition:

- The word processor will help us proofread and edit our work to make our work more easily read and understood. Let's see how we can do this.

Development:

- Position the cursor under the extra "o" in the word "foorget" Press the DELETE key.
- What happened?

- Position the cursor under the last "e" in the word "confusede" Press the SPACE BAR.
- What happened?

- Position the cursor on "n" in the word "an."
  Press the BACKSPACE key.
- What happened?
. Note: The BACKSPACE key will not delete in all Word Processing Programs.

- What are three ways to "erase" or take out errors? (Elicit: delete, backspace, space bar.)

- Yesterday we learned how to insert information.
  How do we insert on this word processor?
  Insert the "n" in the word "ninth."

- Look at the word "taecher"
- How would we correct this word?
- Position the cursor under the "a." Type "e." Position your cursor under the "e." Type "a." This is called a strikeover correction.

- Let's examine the use of the word "direction" in these sentences.
- How can we change this word to make it more specific and accurate?

- In a very long document, you can replace recurrences of the same word with another word very quickly. This is called the SEARCH and REPLACE feature. Let's SEARCH for "direction" and REPLACE it with goal.

Note: Provide step-by-step procedures for your particular word processing program.

- Let's summarize. What are the ways we have learned to proofread and edit our work.

To Erase	To Correct	To Edit
Delete	Insert	Search and Replace
Backspace	Strikeover	
Space Bar		

. Have students clear the screens of these examples.

. Have students recall STORY.

. Have students work in pairs on the machines to help each other proofread. Together students can read the document to find spelling, usage, grammar, or diction errors.

. As students complete their editing and proofreading, they should print a copy of STORY to be handed in for grading.

. Review the last three steps with each student.

Summary:

- Examine your hard copy of STORY. Compare it in your mind to a pen and paper copy which you have just proofread and edited.
  What is the difference between the two copies?
  How did the word processor help your proofreading and editing tasks?

Note: Stress that the copy should be clear, neat, attractive, and professional.

Using the Computer to Integrate Writing with Literature

Virtually any writing task that is assigned during the reading of a literary work may be accomplished on the word processor.

The 1986 Composition in the English Language Arts Curriculum, K-12 published by The New York State Education Department has recommended specific guidelines when students are to write about literature. These activities are more easily and effectively accomplished if students are able to complete them using a word processor.

EXPECTATIONS
LEVEL III
7-9

PURPOSE: TO EXPRESS SELF: to express personal feelings, reactions, values, interests, or attitudes.

PRODUCT	FOCUS SKILLS	COMMENTS
Personal response to literature	*identifies the work or selection *selects one element of the work or selection to be discussed *states reaction(s) to element selected *provides reasons, examples, or details to support reaction(s) *draws conclusions about the element or selection	As in Level II, the activity involves interpretation and evaluation, but the literature will be more complex. The focus will be on the student's personal feelings and reactions supported by references to the literature.

PURPOSE: TO EXPLAIN: to make factual information clear and understandable.

PRODUCT	FOCUS SKILL	COMMENTS
Character study based on a work of literature	*selects one character from a work of literature *writes a lead that captures the reader's interest *limits the focuses of the character study to a discussion of the character's role in the plot *includes adequate and appropriate support material *organizes the material *includes a summary statement	A prewriting activity would be to brainstorm the details from the literature that reveal what the character says or does, what other characters say about that character, and what the author states or implies about the character. Keeping in mind that the focus is on the character's role in the plot, students can select and organize details that will build the character study.

EXPECTATIONS
LEVEL IV
10-12

PURPOSE: TO EXPRESS SELF: to express personal feelings, reactions, values, interests or attitudes.

PRODUCT	FOCUS SKILL	COMMENTS
Personal response to literature	*identifies a work or selection and author *selects and states a personal feeling, value, or attitude related to the work or selection *selects elements of the work which support or contradict a personal feeling, value or attitude *uses examples, reasons, details to show how the selected elements support or feeling, value, or attitude *concludes with a statement that summarizes the effect of the work or selection on the personal feeling, value, attitude	More sophisticated interpretations of more complex literature are dealt with at this level. The focus here is on a single feeling, value, attitude, etc. that the student has which is supported by the work or selection. Specific details should be selected from the work as evidence of the support or contradiction.

PURPOSE: TO EXPLAIN: to make factual information clear and understandable.

PRODUCT	FOCUS SKILL	COMMENTS
Character study based on a work of literature	*selects one character from a work of literature *writes a lead that states the significance of the character either as a "type" or "individual" *focuses on discussion of the nature of the character as developed in the work, rather than simply a physical description of the character *includes adequate and appropriate support material *organizes the material *uses specific, vivid language *includes a summary statement	The character selected should be analyzed, not simply described. The analysis focus on what makes the character unique, or what makes the character a stereotype, archetype, etc. Students might approach this analysis by free-writing their impressions of a character who interests them, then formulating questions about the character which they need to answer in order to show the nature and signifi- of the character.

PURPOSE: TO PERSUADE: to change the opinion of or influence the action of the audience.

PRODUCT	FOCUS SKILL	COMMENTS
Literary Analysis	*identifies the author *selects a single focus such as an interpretation of a theme, effect(s) on the reader, historical significance, character(s), the influence of setting, symbol, etc. *states clearly the position or central idea developed *supports the position or central idea with examples, reasons, details *may acknowledge opposing position but includes reasons for discounting it *organizes the material *includes a summary statement	Help students apply the higher level cognitive skills of analysis, synthesis, and evaluation which are necessary in this kind of writing. Lead the students in writing a class analysis of a short story or novel just studied. Such a group activity will effectively model the process required to analyze a literary work.

Composition in the English Language Arts Curriculum, K-12 suggests these writing tasks which are applications of the study of literature:

Level III 7-9	Level IV 10-12
1. Writing a narrative of actual experience.	1. Writing a short story with an ironic or surprise ending.
2. Writing a short story.	2. Writing a script.
3. Writing a skit.	3. Writing a script adapted from literature.
4. Writing a myth.	4. Writing a poem appealing to a single sense.
5. Writing a book review.	5. Writing a poem (blank verse, sonnet, etc.).
6. Writing a poem (haiku, quatrain, ballad, free verse, etc.).	

Additional Suggested Writing Tasks for the Word Processor

- After reading the opening paragraphs of a new work aloud, have students generate questions regarding the characters, plot, theme, or setting to be answered by their own reading. Compare lists. Print a copy of each list.

- Before assigning a work in which historical setting is important, provide historical background and ask students to write a brief dialogue between two or more characters in that setting. Share dialogues. Evaluate for authenticity of time and place. Print dialogues.

- Have students rewrite a passage from the reading in another author's style. Print passage. Have class identify the style selected by the student writer.

- Ask students to compare a character in the story to a real person, supporting the comparison with references to the story. Print comparisons. Have students evaluate the similarities between the real and imaginary characters.

- Direct students to interpret a prose selection in poetic form. Print interpretations.

- Have students write a dialogue between any two characters which takes, place many years after the story ends. Print dialogues.

- Assign students to write an additional act or scene to a play. Print scenes.

- Ask students to complete the following statement, "If I were teaching this novel (story, play, poem), I would want my students to . . ." Print and share responses.

- Have students interview each other for their reactions to a literary work. Write and print interviews. Role play.

- Have students change the setting of a literary work. Evaluate the effect of the change of setting on character, narration, or plot development. Print Evaluations.

Lesson Plans

The two lessons that follow are illustrative of lesson planning related to teaching literature in the computer room using the word processor.

Lesson One

Aim: How can we write a fable where our animal characters come to life?

Performance Objectives: Students will be able to:

. write a fable.
. revise a fable using techniques of description (adjectives and adverbs).
. use a word processor to facilitate the revision process.

Pre-lesson Activity:

- Place you storage diskette in the disk drive.
- Obtain a clear screen.

Motivation:

. Elicit concept and purpose of dialogue including ways in which the speaker is identified

. Review with students three ways to identify a speaker in a quotation

. Put the following examples on the chalkboard:

John said, "Don't forget to buy me a present."
"Don't forget to buy me a present," John said.
"Don't forget," John said, "to buy me a present."

Development:

- We are going to write individual stories in which there is dialogue. Use the three examples on the chalkboard to guide you as you write your dialogue. Wait until after each direction before writing.

- You will have time to revise your stories so don't be concerned with details which you leave out or with mispellings or grammatical errors.

- You may compose directly on your keyboard. (The teacher might want to darken the screen thus facilitating the composing process without focusing attention on errors which the student may observe.)

- Listen carefully:

It is a dark summer's night. We are in the country. It is 2:00 A.M. Standing on a lonely country road is an elephant. Walking toward the elephant is a donkey. The donkey walks up to the elephant.

- What does the elephant say to the donkey? (Give about two minutes for each student to write after each of the writing instructions).

- What does the donkey say to the elephant?

- What does the elephant again say to the donkey?

- What does the donkey reply to the elephant?

- Describe a natural disaster which might occur at this time in the story (a flood, earthquake, etc.).

- What does the elephant say to the donkey?

- What does the donkey say to the elephant?

- Write one to three morals (aphorisms) for your story.

. Have students print out a hard copy of their fables.

. Elicit the kind of story the students have written. (Fable)

. Ask volunteers to read their fables. Respond to these stories with the following questions:

  - What did the character sound like as he spoke?
  - What did the character look like as he spoke?

. Elicit from the class the idea that the fables improve as description is added.

. Write the above two questions for responding to the writing on the board or on a chart for student reference.

- Look at each piece of dialogue you wrote in your fable. Using your word processor, revise the dialogue by describing how the characters spoke and what they looked like as they spoke. Include any other changes you wish to make.

. Allow students time to make the revisions, assisting them with the revisions as well as with any problems they may have with the word processing equipment. This is also an opportunity to hold some brief writing conferences about their pieces.

. Have volunteers read their original sentences (from the printed copy) and then their revised sentences (from the computer screen).

- What differences do you observe in these two sentences? How are we able to show emotion and physical qualities without merely telling about them? How do revisions enhance the fable?

C1

Summary:

- Continue making revisions. When you are finished print out and share your work with someone who is also finished or with me. Take your printout with you and review your work at home.

- Be sure to save your fable on your computer disk. Remove the disk from the machine and put it in the class's disk holder for use tomorrow.

. Have the class save their work on their storage diskettes.

Homework:

- Read your fable and make additional revisions.

- Write another fable using one of the morals you wrote for your first fable. Remember to use what you learned about description as you write. Enter this fable into the word processor.

*Lesson One was written by Steven Tribus, Director of Communication Arts and was adapted from fable writing exercise by Marie Ponsot, Professor, Queens College.

Lesson Two

Aim: How can we select a memory about which to write?

Performance Objectives: Students will be able to:

. list and review Katrin's memories and determine why she selected these memories for her writing.
. focus on the processes by which the human mind generates memories.
. create a memory chain*.
. select one memory from the memory chain to write about in detail.

Note: Students should be near completion of the play I Remember Mama.

Pre-lesson Activity:

- Place your storage disk in the disk drive.
- Obtain a clear screen.
- Think about the play I Remember Mama.
- List three significant memories which Katrin chose to relate to the audience. Key these memories onto your screen.

Motivation:

. Share the responses concerning Katrin's memories (family sacrifices to send Nels to college; watching Mama count out Papa's salary; Trina's decision to marry despite family objections; Uncle Chris's odd behavior; Mama posing as a cleaning woman when Dagmar is hospitalized; sharing confidences with Mama in the drugstore; learning the value of the heirloom brooch, etc.).

- How do you suppose these memories occurred to Katrin?

- What are the common threads in her memories?

- Did you ever start daydreaming about one thing and five minutes later you are thinking about something entirely different? Describe the experience by discussing the nature of though processes (stream of consciousness).

. Tell students that they are going to "tap into" their thought processes to find a memory about which to write.

*Memory Chain based on exercises suggested and developed by The New York City Writing Project, Lehman College.

Development:

. Ask the students to look around the room and out the window at different objects until they see something that reminds them of something from their past.

. Ask them to keyboard in the name of the object followed by a dash. Then have them write the memory the object triggered.

. Model the "memory chain" process with the class. Help students with their writing by asking the following questions:

. After several minutes call time. Have student volunteers read their "memory chain."

. Discuss the process:

- How did you write your memories?
- What types of memories occurred?
- Are there any feelings or ideas that connect the memories? Describe them.

Note: In a two-day lesson, students may record the answers to these questions as their "process piece" which focuses on describing the process they went through as they composed.

. Have students press the ENTER (CARRIAGE RETURN) key twice. Have them select one memory from the chain and center it on a new line.

. Direct students to write quickly about the details in this memory.

. Have students save and print their work.

Assignment:

. Have students analyze their memories by answering:

- What is the difference between the chain and free writing?

- What is the main point or feeling about this memory?

- What part of the piece is most interesting to you?

- What should you write more about?

- How are we like the character Katrin?

Note: Ensuing lessons would focus on developing the memory into an extensive personal narrative.

Using the Computer for Other Communication Arts Applications

Computer Assisted Instruction (CAI) is defined as "direct instruction conducted by the computer." Examples of this kind of instruction are:

- drill and practice
- tutorial
- simulation and gaming
- inquiry and dialogue
- information retrieval
- problem solving

Computer Assisted Instruction software programs can:

- provide individual instruction enabling a student to work at his/her own pace.
- provide immediate reward, reinforcement, and feedback if the software has an appropriate management system.
- force students to follow directions more carefully so as to move the program forward.
- develop concentration and increase attention span by focusing attention on the monitor.
- provide variety through the use of graphics and games.
- reinforce reading and writing skills when "interactive" programs are selected.
- give students a sense of positive accomplishment.

CAI programs are available for most Communication Arts applications. A few examples are:

. competency preparation:	business letters, reports, persuasive essays
. dictionary skills:	alphabetization, syllabication, pronunciation, word origin, selecting the appropriate meaning, synonyms and antonyms, etc.
. library skills:	card catalogue, reference books, research skills, etc.
. editing/proofreading:	identification of faulty sentences, selection of clear and logical word order, understanding how various parts of speech function in a sentence, grammar, usage, etc.
. specific reading skills reinforcement:	facts and detail, cloze exercises, vocabulary development, inference, author's purpose, etc.

. reinforcement of literature:	guided poetry writing, novel analysis, identification of figurative language, etc.
. skill development:	spelling, punctuation, etc.

There are several major issues that come into play in a discussion of CAI software and its use in instruction:

. the need for teacher preparation, interaction, and involvement

. the need for selection of <u>appropriate</u> <u>and</u> <u>effective</u> CAI material

. the need for providing CAI material for computer labs with many machines, while strictly enforcing copyright laws.

. The need for careful selection through direct review of all software.

. The need to avoid concentrating on practice with subskills, separate from the process of reading and writing.

Teacher Preparation, Interaction, and Involvement in a CAI Lesson

. When all students are using the same CAI program, the teacher should consider strategies to make the experience as interactive and personal as possible.

Activities Prior to the CAI Lesson

. Preview the software noting difficulties the students might experience with vocabulary, instructions, pronunciation of difficult words, etc.

. Teach or review the main skill of the CAI program as part of the regular instructional lesson, thus using the CAI as a reinforcement of a classroom experience.

-define and read several haiku poems
-analyze several dictionary entries
-differentiate between a fable and a myth
-review how to define vocabulary from context
-evaluate business letters for completeness of information and correctness of form

. Elicit definitions of vocabulary words used in reading selections.

. Provide pre-writing activities for key concepts to be found in the reading selections, for example: honor, generation gap, self-doubt, etc.

Activities During the CAI Lesson

. At the beginning of the lesson, refocus the students' attention on the skill that is being reinforced and provide the reason for being in the computer lab.

. Provide a worksheet, activity sheet, learning log page for recording notes, impressions, difficulties, key ideas, etc.

. Establish guidelines for recording the students' score, timing, improvement, level, etc., as determined by the program's management system.

Activities Following the CAI Lesson

. Share and evaluate any writing that is generated from the CAI program.

. Allow students the opportunity to react to reading/writing material and to express beliefs counter to those contained in the material.

. Provide post-writing activities.

. When students are using different CAI programs in the same period, the teacher should consider strategies for sharing the variety of experiences and materials. Doing so can act as motivation for those students who will use different CAI programs during the term or year.

Selection of CAI Software

The New York State Education Department's Guide To Software Selection Resources: Part Three: Reading and Communication Skills offers the following evaluative criteria for software:

Does software used for writing instruction:

. reflect an understanding of writing as a process of communication as well as a way to discover and activate ideas?

. help students generate ideas for writing, select and arrange these ideas, find appropriate modes for expressing them, or evaluate and revise the written product?

. help students recognize that precision in punctuation, capitalization, spelling and other manuscript conventions is only a part of the total effectiveness of writing?

Does software used for reading instruction:

. help students learn to approach reading as a search for meaning?

. demonstrate that reading functions are a pleasureable activity as well as a means of acquiring knowledge?

. help students to read accurately and make valid inferences?

. elicit personal and/or critical responses to literature?

. provide students with strategies for organizing, responding to, or crystalizing textual information, rather than merely serving as a vehicle for displaying that information?

Does software used for language instruction:

. help students recognize language as a powerful tool for thinking and learning?

. illustrate the ways in which grammar represents the orderliness of language and makes meaningful communication possible?

. demonstrate how topic, purpose, and audience influence the structure and use of language?

. help students learn how the English language has developed, continues to change, and survives because it is adapted to new times?

. provide opportunities for using language beyond the letter, word and sentence levels?

Does software designed to promote thinking skills:

. help students analyze, classify, compare, formulate hypotheses, make inferences and draw conclusions?

. promote creative thinking by providing opportunities to bring fresh perceptions to familiar ideas?

. encourage logical thinking by providing opportunities for constructive arguments, detecting fallacies in reasoning, and testing the validity of an assertion by examining the evidence?

. foster critical thinking by requiring students to ask questions, discriminate between fact and opinion, and evaluate the intentions and messages of speaker and writers?

Copyrights

When working with CAI software in a computer lab setting (17-34 computers) it is essential that all copyright laws of the CAI material be adhered to at all times. (See Appendix B for Copyright statement.)

Reviewing CAI Software

Direct review of CAI software according to the guidelines outlined above is recommended prior to the purchase of CAI material. CAI software can be reviewed prior to purchase in a variety of ways:

. Contact your borough Technical Assistance Center (for TAC centers, see Appendix D). The software in which you are interested, if available, may be reviewed at these locations. If the software is unavailable, TAC personnel can suggest worthwhile CAI material in your interest area.

. Order CAI material from a vendor on a trial basis. Many vendors provide a 30 day examination period and provisions of this type are clearly stated in their catalogues.

. Contact neighboring schools that are establishing similar computer programs. Recommendations and materials may be shared for direct review.

Caution: Since the teaching of subskills for their own sake is discouraged, any purchase of CAI material should be made in keeping with the philosophy that that the best ways to learn necessary reading and writing skills are in the context of real reading and real writing.

Writing Poetry Using the Word Processor

Resource Unit

Note: The Communication Arts Unit of the Division of Curriculum and Instruction and the Computer and Information Sciences Unit of the Office of Technology have been conducting extensive training in computer use and its application in the teaching of Communication Arts since the Fall of 1984. Many excellent lesson plans have been generated from these sessions. The lessons that follow have been adapted from those developed at these training sessions and have been modified in light of more extensive direct instruction of students in computer labs. These lessons should serve as models of the kinds of lessons which lend themselves to the integration of the computer to enhance learning. Whenever possible, credit has been given to the original author. The writer of this manual wishes for anonymous authors whose lessons have been included here to identify themselves so that they also may be credited in revised versions of this manual.

Lesson One

Aim: To write a diamond poem

Performance Objectives: Students will be able to:

. create an original diamond poem based on a class model.
. select appropriate adjectives to describe the poem's subject and appropriate participles to describe actions of and changes in the poem's subject.
. center each line of poetry so as to create a "diamond" effect.
. save and print a hard copy of the poem.

Pre-lesson Activity:

. Previous to this lesson, teach a lesson on diamond poems. Show them how to write the poem below.
- Put your storage disk in the disk drive.
- Obtain a clear screen.
- Key your school heading.
- Press the ENTER (CARRIAGE RETURN) key twice.

Motivation:

- Yesterday, we studied a diamond poem. Let's reread the poem:

Summer--
golden, fragrant,
budding, bursting, blooming,
warmth, flowers, youth, brightness-
fading, chilling, shrinking-
pale, dead,
Winter

- What process is the poem describing?

- What pattern does the poem follow?

. Elicit the formula and write it on the chalkboard:

Line 1: Subject (one word)

Line 2: Two adjectives describing the subject

Line 3: Three participles describing actions of the subject

Line 4: Four nouns associated with the subject

Line 5: Three participles showing a change occurring in the subject

Line 6: Two adjectives describing the (altered) subject

Line 7: A word which is the opposite of the word in line 1

- Today's challenge is to write and print a hard copy of a diamond poem of your own. At the conclusion of the unit, we will put together a class literary journal.

Development:

. Ask students to select a subject for their poem.
Have students key the subject at the left margin.

. Instruct students on centering a line of text.
Write the steps for centering on the board.

. Have students compose lines 2-7 using the formula on the chalkboard.

. Have students share their poems with the class. Elicit constructive comments concerning choice of appropriate adjectives and participles, nature of change in the subject, etc.

. Provide students with time to revise their poems based on comments of peers.

. Review steps for saving and printing work.

. Have students print copies of their poems.

. Have students name their work POETRY.

. The class may vote on which diamond poems should be included in the class journal.

. Have students save their work on their storage diskettes.

Follow-up Lessons (Variations)

I - Topic: The "Why Poem"

Example:

My Sister
Combs and Combs her long, brown hair
In front of the mirror in our bedroom
Every night.
She wants to show me how beautiful she is.

Formula:

Line 1: Write down the person who is the subject of the poem.
Line 2: Describe some specific action done by this person.
Line 3: Write where it is the person does this action.
Line 4: Write when it is the person does this action.
Line 5: Write why this person performs the action--or why you think he or she performs the action.

Word Processing Skills: Block Indent, Setting Tabs

II - Topic: The Cinquain Poem

Example: Motorcycles,
Loud, fierce,
Circling, swerving, clustering,
They swarm like black bees--
Motorcycles

Formula: Line 1: Write down a one word subject, followed by a comma.
Line 2: Write two words describing this subject, separated by a comma.
Line 3: Write three actions done by the subject,
Line 4: Write a short phrase showing how you feel about the subject or an idea you have about it. Put a hyphen after it.
Line 5: Write the same word you used in the first line--or a synonym for that word.

Word Processing Skills: Block Indent, Setting Tabs

Adapted from lessons submitted by George R. Hopkins, Susan Wagner HS, Staten Island, NY

Lesson Two

Aim: How does word choice affect poetry?

Performance Objectives: Students will be able to:

- determine how a poet's choice of words can affect a poem's sound and/or the poem's sense (meaning)
- determine how sound and sense are related

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Recall your file named POETRY (or obtain a clear screen).
- Use your PAGE DOWN or similar appropriate key to bring you to the next clear screen.
- Key this sentence:

The little man ate the fruit quickly.

Motivation:

- Ask each student, pair of students, or computer team to replace one word in the sentence with a synonym using the strikeover feature of the word processor. Create a new sentence or group of sentences based on the results. Have students determine if the meaning was changed in any case. Ask students to draw a conclusion on the importance of word choice based on this activity.

Development:

- Have students press the ENTER (CARRIAGE RETURN) key twice.
- Distribute a short, preselected poem, preferably one that has been studied as part of the class's poetry unit.
- Have students key the poem into the computer.
- Ask the student pairs or teams to rewrite the poem by replacing any words they wish by using the strikeover feature.
- After several minutes call time. Have several of the new efforts read out loud.
- Evaluate the revised poems by asking:

- What effect did the individual word changes have on the poem?
- What changes affected the sound, but not the sense of the poem?
- Did any changes affect the sense but improve the sound? How are
- sound and sense related in a poem?

Summary:

- Press your ENTER (CARRIAGE RETURN) key twice.
- Explain in writing what you learned from these exercises about a poet's choice of words.

- Save and print your work.

*Adapted from a lesson by Robert Haberski, Far Rockaway HS, Far Rockaway, NY

Lesson Three

Aim: How are things alike and different?

Performance Objectives: Students will be able to:

- write a poem developed by similes.
- explore the reasons a poet creates an image.
- explore the importance of word choice in a poem.
- see differences and similarities between two related objects by making a series of comparisons.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Recall your file named POETRY.
- Use the PAGE DOWN or similar appropriate key to bring you to the next clear screen.

Motivation:

- Display pairs of objects that appear to be similar but in fact have imperceptible differences (two snowflakes, two fingerprints, twins, etc.).

- Determine why it is important to perceive difference between objects.

- Determine why it is important to perceive similarities between objects.

- Ask how poets express similarities and differences. Analyze the appropriateness of one effective simile.

> And I was filled with such delight
> As prison birds must find in freedom
>
> And beauty came like the setting sun
> The news like squirrels ran

Development:

- Analyze this poem based on similes:

> The ocean is like spring,
> Violent in its changes,
> While a lake is like summer,
> Placid and lazy.
> The ocean is like a lion,
> Clawing at the stubborn shore.
> But a lake is like a lamb,
> Content with its pen.
> The ocean is like corduroy,
> The ridges of its waves stretching
> forever,
> While a lake is like satin,
> Shimmering in sunlight.

- What objects are being compared?

- How are they alike?

- How are they different?

- Why are the similes effective ones?

. Elicit the formula used in developing the poem and write it on the chalkboard (or have it on the board already.)

Topic: The Similie Poem.
Example: Boys and girls, a dog and puppy, a sedan and a convertible; the moon and a star, a weed and a flower.

Formula:
Line 1: Write what season of the year the first object is like.
Line 2: Describe something about the object that makes it seem like that season.
Line 3: Write what (different) season of the year the second object is like.
Line 4: Describe some quality that the object is like.
Line 5: On the next line indicate why it similar.
Line 6: Write what animal the second object is like.
Line 7: On the next line, indicate why.
Lines 8-12: Repeat the steps above, using instead of season of the year any of the following: color, type of weather, fabric, type of tree, occupation, type of building, type of food, special holiday, or any other category

. Ask students to select a pair of closely related objects to write about. Elicit appropriate subjects.

. Instruct students on how to set a tab on the word processor. Have students key their object words at the tab.

. Instruct students on how to block indent on the word processor. Have them complete their poems according to the formula choosing appropriate words and similes.

. Have students share poems.

. Have students save their work on their storage diskettes.

Adapted from a lesson by George R. Hopkins, Susan E. Wagner HS, Staten Island, N.Y.

Lesson Four

Aim: To use the word processor as a tool for writing lyric poetry

Performance Objectives: Students will be able to:

. express their reactions to a stirring photograph in prose.
. demonstrate the ability to use the move feature of the word processor to move prose phrases to experiment with thought, feeling, and form.
. change a prose statement to a poetic statement.

Note: Students should have studied or be studying a unit on lyric poetry and should have read and anaylzed several lyric poems.

Students should also have previously used the word processor to move and revise text.

Pre-lesson Activity:

- Put your storage disk in the disk drive.

- Recall your file named POETRY.

- Use your PAGE DOWN or similar appropriate key to get to the next blank screen.

Motivation:

. Display five thought-provoking photographs (striking landscapes, poignant moments, emotional portraits, etc.). Ask students to allow themselves to think and feel freely while viewing the photos.

. Write "Thoughts/Feelings" on the chalkboard.

. Ask the students to explain their feelings and the thought processes they experienced while viewing the photos.

- In what forms do thoughts and emotions enter our minds? (images, stream of consciousness, physical sensations, etc.)

- How are these pictures like lyric poetry?

- How are these pictures different from lyric poetry?

Development:

. Have each student select one photograph which provokes a strong response.

. Have the students use their word processors to write freely expressing the emotions or ideas the picture provokes. Stress that students should not be concerned with sentence structure or other grammatical constraints in recording their reactions at this time.

. At the end of several minutes, call time.
Review the procedure for moving text.

. Direct students to experiment with poetic form by moving phrases around, ending lines at different points, and adding necessary punctuation and capital letters.

. Have students print each version of the poem.

. Have students save each version of the poem.

HOMEWORK:

- Examine the various formats of the lyric poem you wrote in class today. Write a final version of the poem. Include a title and use the poetic form we have learned in class.

Lesson Five

Aim: How does changing a poem's point of view broaden our insight of a childhood experience?

Performance Objectives: Students will be able to:

. read the poem "My Parents Kept Me From Children Who Were Rough." and analyze the effect of the author's point of view on the events described.
. compose a narrative statement from a different character's point of view.
. change the narrative statement to poetic form.
. display an appropriate grasp of word processing capabilities.

Motivation:

. Read "My Parents Kept Me From Children Who Were Rough." (Poem follows lesson.)

- From whose point of view is the poem told?
    - How can we describe the speaker?
    - What specific experience from his childhood is the speaker relating?
    - For what reasons might the rough boys be treating the speaker in this way?
    - Could the poet's point of view be coloring the experience in any way? How?
    - Could there be other sides to this story? Whose?

- What writing experience could better help us understand this incident?

- Today we are going to change the point of view from which the poem is told.

Development:

. Have students put their storage disks in the disk drive. Have students get a clear screen.

. Direct students to write a paragraph using their word processors, about the childhood experience described in the poem from either the parents' or the rough boys' point of view.

. At the end of ten minutes, call time.
Have several volunteers read and share their responses.

. Review the procedure for inserting on your word processor. Direct students to insert any additional information in order to strengthen their point of view paragraphs.

. Return to the poem.
Ask students to identify examples of figurative language and to evaluate how the figurative language strengthens characterization.

Example: "Muscles like iron" strengthens our understanding of
-the speaker's fear and/or
-the rough boys physical appearance and/or
-the speaker's perception of the appearance based on the fear

. Identify other examples of poetic technique: use of stanzas, rhyme, imagery.

. Explain to the students that they are going change their narrative statement to poetic form.

. Ask them to write a title for the poem; assist them in use of the word processor to center the poem's title; set block indents or adjust margins to suit poetic form.

. Have students change the narrative to poetic form.

. If time permits, share poems.

. Have students save their work.

Have students print their work.

Summary:

- What is the same about the original poem and the poem you wrote?
What is different?
How does writing from a different point of view affect the way we "see" experience?

Assignment:

- Use your hard copy to complete or develop your poem further.

Rough

My parents kept me from children who were rough
Who threw words like stones and who wore torn clothes.
Their thighs showed through rags. They ran in the street.
And climbed cliffs and stripped by the country streams.

I feared more than tigers their muscles like iron
Their jerking hands and their knees tight on my arms.
I feared the salt-coarse pointing of those boys
Who copied my lisp behind me on the road.

They were lithe, they sprang out behind hedges
Like dogs to bark at my world. They threw mud
While I looked the other way, pretending to smile.
I longed to forgive them, but they never smiled.

Stephen Spender

The Premier Book of Major Poets, Anita Dore, ed., Fawcett Premier (New York, 1970).

Additional Lesson Plans

Lesson One
Dialogue Writing

Aim: How can we write dialogue which reveals both conflict and character?

Performance Objectives: Students will be able to:

. create dialogue of at least ten to twelve lines based on a dialogue prompt
. save and print their work.

Pre-lesson Activity:

. Put your storage disk in the disk drive.
. Obtain a clear screen.
. Key this question and answer it in dialogue form:
TEACHER: What is dialogue?
STUDENT:

Motivation:

. Arrange to engage one student in an increasingly heated dialogue while the rest of the class observes.

- How did the dialogue show conflict?
- How did the dialogue reveal character?

- Today we are going to write original dialogue that contains conflict and reveals character.

Development:

. Distribute 3x5 cards which contain dialogue prompts such as the following:

* two siblings discusssing an aged parent
* an older person giving a younger person advice
* a parent/child conflict
* two young people discussing a romantic relationship
* a teacher and a student discussing the student's grades
* two siblings discussing their parents' divorce
* two students speaking about their favorite teacher
* two young people meeting for the first time
* two best friends saying goodbye for the summer
* a young person late for the first day of work having a confrontation with the boss

. Discuss keys necessary for creating dialogue:

cursor: will move across your screen as you type

shift: will make capital letters

colon: needed to create dialogue form

tab: to move several spaces at once

enter key: to move to the next line

. Have student pairs discuss the dialogue topic they have chosen, for several minutes.

. Have students key the first line with you to overcome keying difficulties.

Note: Students with very poor keying technique should be encouraged to type with CAPS LOCK or similiar appropriate key engaged.)

. Allow students to create dialogue. Focus attention on the creation of conflict and the revelation of character.

. Have students save and name their work. Name it DIALOGUE.

. Have students print their work.

Summary:

- In what ways can dialogue reveal a person's character?

Homework:

- Add at least ten (10) additional lines to your dialogue.

Lesson Two
Dialogue Writing

Aim: How can we write more effective dialogue?

Performance Objectives: Students will be able to:

. Recall their original dialogues.
. revise dialogues by adding stage directions that indicate how a character will behave while saying his/her lines.
. use the insert feature of the word processor to add stage directions.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Get "Dialogue" on your screen.
- Discuss with your partner any additional lines you would like to add (refer to the previous homework assignment). Add the lines that develop the conflict or reveal character.

Motivation:

. Ask for volunteers to read a dialogue out loud.
. Write the first two lines on the chalk board.
. Direct the class's attention to the dialogue on the chalkboard.
  - How did you "hear" _____'s tone when he/she spoke to _____?
  - In what tone did _____ respond?
  Note: As students respond to these questions, add the appropriate stage directions to the dialogue.

Development:

- When we add descriptive words of this type, how are we making our dialogue more effective?
- How are we developing our characterizations? Let's change our descriptive words. How else might these words have been spoken?
- How did changing the words change the dialogue?
- How did it change the characterizations?
. Elicit a list of stage directions that indicate how a character might speak his/her lines. Refer, if necessary, to a script of a play the class is studying.
. Teach students how to use the INSERT key on the word processor.
- Using the special feature of your word processor called INSERT, add stage directions to your dialogue.
. Have the class add stage directions to the dialogue.
. Have the original volunteers read their dialogue again.
- How are the revised dialogues more effective? Have students save and print their work.

Summary:

- How did we create effective dialogue?

Homework:

- Stage directions can also be written to indicate how a character looks.

Example: Nurse: (with a frown)

Add stage directions to your hard copy that indicate how your character should look when saying says his/her lines. Tomorrow you will insert these directions into your dialogue.

Lesson Three
Writing A Soliloguy

Aim: How does writing a soliloquy help us resolve an inner conflict?

Performance Objectives: Students will be able to:

. write a soliloquy which considers several sides of an issue and then resolves the issue.
. save and print their work.

Pre-lesson Activity:

. Have students read the to be or not to be soliloguy from Act III, Scene 1 of Hamlet prior to this computer class lesson.
- Obtain your storage disk in the disk drive.
- Get a clear screen.
- Key your school heading.
- At the top of your screen list the two biggest decisions you are facing at this moment in your life.

Motivation:

- Recently we read the "To be or not to be" soliloquy from Act III, Scene 1 of Hamlet. Listen for a moment as I reread the soliloquy.

. Read soliloquy.

- What is Hamlet thinking about?
- What arguments make death the "consummation/ Devoutly to be wished"?
- What arguments make death not a "consummation/ Devoutly to be wished"?
- At what conclusion does Hamlet finally arrive? What thought processes has Hamlet followed in this soliloquy?

- By thinking about life and death and the reasons why people do not their "quietus make with a bare bodkin," Hamlet has found some answers to his own inner conflict.

- How might writing a soliloquy do the same thing for us?

Development:

- Look at the top of your screen at what you consider to be the greatest decisions you must make right now.

- Select one of these conflicts.

- Press your ENTER (CARRIAGE RETURN) key three times. Your cursor is now at the margin. Express your conflict in this form:

To_____or not to_____, that is the question:

- When you have finished, press your ENTER (CARRIAGE RETURN) key once. That will return you to the next line.

- Continue to write about your conflict, lining up arguments as Hamlet did. When you have thought through both sides, come to some kind of a conclusion. Remember to press your ENTER key to get to the next line.

- Write for about fifteen minutes about the conclusion you have reached.

- Name your work SOLILO.

- Save your work.

- Print your work.

Summary:

- How does writing a soliloquy help us?

Homework:

- Revise your soliloquy by making changes on the hard copy.

Lesson Four
Writing a Television Commercial

Aim: To write an effective thirty second commercial

Performance Objectives: Students will be able to:
. select products or services to use for their commercials.
. analyze a commercial and create a commercial format to follow when writing their commercials.
. write commercials which will be performed at a later date.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Obtain a clear screen.

. Write the following commercial slogans on the chalkboard.

. The choice of a new generation
. No more ring around the collar
. We are driven
. A handful of peanuts in every bar

- Identify these popular products. Key your responses at the top of your screen.

Motivation:

. Identify the products of above. Ask what accounts for the immediate identification of these products.

. Show advertisements from magazines as examples of commercials in print form. Have students identify the products or services. List responses on the chalkboard.

Development:

. Analyze a typical commercial. Arrive at the commercial formula.

a. Name of product or service.
b. Opening statement that grabs attention.
c. Dramatization and/or demonstration of the product.
d. Details or information about the product:
ingredients, efficiency, sale price, where to purchase
e. Repetition of product name so that it sticks in the mind of the potential consumer.

. Direct the students to press the ENTER (CARRIAGE RETURN) Key three times.

. Have students select a product or service about which to write.
It may be a real or imaginary product or service.

. If they choose an imaginary product or service, have them create a catchy, exciting name. Provide or review directions for centering. Have them center the product's name on their screen.

. Have students create thirty second commercials for the products or services following the formula.

. Have students read and time their commercials.

. Have students print/publish the commercials.

. Have students pair with another member of the class who will be the consumer providing feedback on the commercial.

. Have students save their work.

Summary:

- What elements make a commercial effective?

Homework:

- Expand your thirty second commercial to a one minute commercial on the same product.

Adapted from a lesson by Edward Gladstone, John F. Kennedy HS, Bronx, NY

Lesson Five
Writing a Business Letter

Aim: How can we effectively complain about the wrongs we see and experience?

Performance Objectives: Students will be able to:

. write a business letter of complaint using the correct business letter format.
. outline a logical development for the body of the business letter of complaint.
. demonstrate word processing functions: setting a tab, reading the status line, using the ENTER (CARRIAGE RETURN) key, saving, naming, and printing work.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Obtain a clear screen.
- Watch the monitor. Press the ENTER (CARRIAGE RETURN) Key fourteen times until your status line indicates that you are on line fourteen.

Motivation:

- Don Quixote "dreamed the impossible dream." He wanted to right all the wrongs he found in the world. He tried to do something about what he saw as being wrong, and people labelled him "idealistic," a "dreamer," and a "lunatic."

- We too see there is wrong around us. What do you see wrong in your neighborhood that you would like fixed? (Elicit specific situations.)

- What are some effective ways to voice your complaint?

- Today we are going to use the business letter form to voice our complaints.

Development:

- How should we organize our letters if we are going to write to our Congressman to complain about a neighborhood situation?

. Develop or review the business letter format.

Student's address
City, State Zip
Date

Name or title of person to receive letter. (Provide a list of public officials for this purpose.)

Name of Company or Agency
Address
City, State Zip Code

Dear Sir:

Paragraph 1: State the problem clearly, concisely, and courteously.

Paragraph 2: Explain exactly what the writer wants done about the problem.

Paragraph 3: Thank the person or company for their time and consideration in promptly addressing the the writer's letter.

Yours truly,

(signature)

Student's name

. Teach students how to set a tab at 50 on line 14 to key address. Have students key their address using the ENTER (CARRIAGE RETURN) key to return the cursor to the margin and the tab key to return to 50.

. Have students press the ENTER (CARRIAGE RETURN) key twuce, After their address is completed, provide the address of your local Congressman or other official. Have students key the inside address.

. Have students press the ENTER (CARRIAGE RETURN) key twice after the inside address. Have students key the salutation.

. Have students press the ENTER (CARRIAGE RETURN) key twice. Have them compose the body of the letter according to the guidelines, addressing a neighborhood issue of particular concern.

. At the conclusion of the body, of the letter have students press the ENTER (CARRIAGE RETURN) key twice and tab to 50 to key the letter's closing.

. Have students save, name and print their letters.

Summary:

- How can an effective letter of complaint help us to correct wrongs we see around us?

Homework:

Revise and edit letters. Have students mail the letters and encourage them to bring their responses back to class.

Follow-Up Lesson:

. Have students share their letters with class. Elicit ways to improve detailing the problem stated in first paragraph and the quality of suggestions from improvement in second paragraph.

Adapted from a lesson by George R. Hopkins Susan Wagner HS, Staten Island, N.Y. 10314

Lesson Six
Writing a Report - Part I

Aim: How do we organize items that belong together?

Performance Objectives: Given a list of items, students will be able to:

. classify and label the items
. demonstrate a grasp of word processing functions: moving text, centering a label, saving and naming, and printing text

Pre-lesson Activity:

. Distribute copies of worksheet for Lesson Six. (Worksheet follows lesson.)

- Put your storage disk in the disk drive.
- Obtain a blank screen.
- Key items #1-11 from worksheet.

Motivation:

. Have one student read all the items.
- What do we have to do with these items so that they make sense?
- How will organizing and classifying items assist us in writing a report?
- Today we are going to use our word processor to help us classify and label these items.

Development:

- How would you organize the items in the list?
. Have students suggest ways for classifying the items.
. Have the class reach a consensus on how to classify the items.
. Have the class determine labels for the classified lists.
. Have students press the ENTER (CARRIAGE RETURN) key twice to return the cursor to the left margin.
. Have students key the label for group 1. (Ex: Advantages of The New World)
. Have the class put the cursor on the first letter of the first word of the first item that belongs under the label. ("A" of Availability)
. Instruct the class on how to move the item from the original list to its place under the label.
. Have the class move all the items that belong under the label "Advantages of the New World."
. Repeat steps 4-8 for the second classified list. "Disadvantages of The New World"
. Have one student read the classified lists and labels to the class.
. Have students save and print their work. Name it REPORT.

Summary:

- What steps have we taken so far in order to organize our notes?
- How will classifying notes help us when we write reports?

Note: More advanced ways of handling the keying of notes would be:

1) The notes would already be on the storage disk and students would recall them.
2) The computer room would be "networked" and the notes would appear on all the monitors from the room's major CPU.

Homework:

- Reread your notes and revise them to be sure they are organized correctly.

Adapted from a lesson by Judith Schulman, South Bronx HS, Bronx, NY 10455

Worksheet for Lesson Six

Pretend that you are a settler in the New World and you are writing to your cousin in England encouraging him or her to join you in your new venture. At the same time, you want to make your cousin aware of the ordeals he or she will face. You have written these notes in the diary you have been keeping since you left England:

1. William Bradford: "In sundry of these storms the winds were very fierce."
2. Availability of land.
3. Freedom to practice religion.
4. Subject to cruel and fierce winters.
5. Mighty ocean now be a barrier to home.
6. Abundant resources and liberty.
7. Enjoyment of leisure time.
8. Discovery of things unknown and reforming of things unjust.
9. Difficult task of creating civilization in the wilderness.
10. John Smith: "There are noble and profitable opportunities."
11. Peopled by strange and savage tribes.

Your task:

. Arrange and organize these notes into an informative and clear letter.

. Include all of the notes in your letter.

Lesson Seven
Writing a Report - Part II

Aim: How do we convert a list of items (notes) into a paragraph?

Performance Objectives: Students will be able to:

. convert the label of a classified list into a topic sentence.
. convert each item (note) into a sentence.
. demonstrate a grasp of word processing functions: insert, delete, save, print.

Pre-lesson Activity:

. Put your storage disk in the disk drive.
. Recall REPORT.
. Reread your two classified lists.

Motivation:

. Have one student read the list "Advantages of the New World" aloud.
- Our original question told us that these are notes in a Pilgrim's diary. Why might this be the way a person would write in his/her diary?
- Would this be the way we would want to write to a cousin?
- How would we have to change the notes?
- Why would we have to change the notes?

- Today we are going to use the special features of our word processor to change each note or item into a complete sentence.

Development:

. Have students put their cursor on the "A" of "Advantages" in the label "Advantages of the New World."

. Ask for volunteers to fill out the note into an appropriate topic sentence. Example: I must tell you, cousin, about the many advantages of the New World.

. Teach students how to use the INSERT or similar appropriate key to insert the additional information into the note to make a complete sentence. Teach students to strikeover the capital "A" with a lower case "a".

. Ask for a volunteer to fill out the first item, "Availability of land". Have students insert the appropriate words into the item or note.

. Allow students to continue to "flesh out" all the items in "Advantages of the New World."

. Have several students read their sentences to the class. Evaluate the emerging paragraph for consistency of time, sentence variety, completeness of details, etc.

- Direct students' attention to the second label "Disadvantages of the New World." Ask for a volunteer to suggest an appropriate topic sentence. Encourage the use of a strong transitional word signalling contrast: "however", "on the other hand," etc.

- Allow students to convert the second list to sentences.

- Have several students read their emerging second paragraphs.

- Have one student read both paragraphs.

- Have students save and print their work.

Summary:

- Why was it necessary to change the list of items?
- How can this help us write a report?

Homework:

- Revise your paragraphs so that they are clear and effective.

Lesson Eight
Writing a Report - Part III

Aim: How do we strengthen each paragraph of a report?

Performance Objectives: Students will be able to:

. rearrange sentences into a cohesive paragraph.
. add detail to a paragraph so their writing comes to life.
. demonstrate a grasp of the word processing functions: insert, delete, move, save, print

Pre-lesson Activity:

- Put your disk in the disk drive.
- Recall REPORT.
- Reread your two paragraphs. Determine (with your partner) what your "cousin" should know more about before he/she leaves England to join you in the New World.

Motivation:

- Reread the two paragraphs aloud.
- You are asking your cousin to change his/her whole life forever. Since your report will take months to reach him or her, and months for you to receive a reply, you want to provide him or her with as much detail as possible.
- What should you tell your cousin more about?

- Today we are going to add details to paragraphs so that your cousin will get the fullest possible picture of your life in The New World.

Development:

. Elicit a list of items that need more detail.
. Elicit and chart suggestions for adding details.
Example:

Items	Details
1. cruel and fierce winters	five blizzards; twelve inches of snow, temperature below zero at least five times
2. abundant resources	good water supply, many trees for building, rich soil

. Discuss different ways for adding details (e.g., as part of preceding sentence, creating a whole new sentence)
. Review procedure for inserting information on word processor.
. Have students revise their paragraphs by adding appropriate details using the INSERT or similar appropriate key.
. Have several students read their paragraphs.
- Could your paragraph be strengthened if you moved sentences into a different order? Why would this improve the paragraph?

- Review procedure for moving sentences on word processor.
- Have students move sentences they think will strengthen their paragraphs.
- Have students save and print their work.

Summary:

- Compare yesterday's paragraphs with today's paragraphs. How have we improved the letters?

Homework:

- Revise paragraphs again to reflect the criteria discussed in class today.

Lesson Nine
Writing a Report - Part IV

Aim: How can we complete our report?

Performance Objectives: Students will be able to:

. write an introduction to the report.
. rearrange (move) the paragraphs into the best possible order.
. edit and print a final copy of the report.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Recall REPORT.
- Reread your paragraphs for their completeness of detail.

Motivation:

. Let's reread our original assignment.
- How have we changed the original assignment?
- What do we still have to do?

- Today we are going to add an introduction to this report in the form of a letter to our cousin.

Development:

. Have students Press the END key (or issue appropriate command to put cursor at the end of text), then the ENTER (CARRIAGE RETURN) key to bring the cursor to the margin.

. Have the students key an introductory paragraph in a letter format to their cousins stating the two purposes of the report.

. Share several introductory paragraphs.

. Allow students time to improve their introductions.

- Now we have the three main paragraphs we need but they are not in the correct order.
- What order would you recommend for these paragraphs?

. Review procedures for moving text on the word processor. Have students move the paragraphs into the order that they think is most effective. Evaluate whether "advantages" should be placed before "disadvantages," etc.

. Encourage students to add a conclusion, if desired.

. Have students proofread their reports.

. Have students print a final completed copy of their reports.

Summary:

- What steps have we followed over the last several days that have changed a list of items into a complete report? Why is this a good way to improve writing? How has the computer helped us to write reports?

Lesson Ten
The Persuasive Essay - Part I

Aim: How do we write an effective argument?

Performance Objectives: Students will be able to

. read and analyze a persuasive essay question.
. state a point of view.
. state two reasons for the point of view.
. demonstrate a grasp of word processing functions.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Obtain a clear screen.
- List the titles of any two books that you would recommend as examples of good reading at the top of your screen.

Motivation:

. Elicit various responses to what students would recommend as good reading.
- How would you go about getting someone to read a book you recommend?
- What arguments would you use to persuade him or her?
(Perhaps a role-play of the above situation would be effective.)

- Today we are going to try to persuade someone to read a book we recommend.

Development:

. Distribute Worksheet 1 (follows Lesson). Have one student read the directions.
- What is the problem about which you must write?
- Who is your audience?
- How will you persuade your reader to read the book of your choice?
- How will you organize your book review?
. Elicit and write on the board the following persuasive essay format.

Paragraph 1 - Name the title and author of the book. State your opinion.
Mention the two reasons why this book should be read by others.

Paragraph 2 - Restate the first reason.
Develop it fully.

Paragraph 3 - Restate the second reason. Develop it fully.

Paragraph 4 - Conclude your essay.

. Have students press the ENTER (CARRIAGE RETURN) key twice.

. Have them look at the top of their monitor and select which of their original choices would be better suited to the essay.

. Have students key the introductory paragraph. Have them share paragraphs.

. Have the students write the "bare bones" paragraphs two and three. Note: If students are working in pairs, have each student write one reason.

. Have students write a simple conclusion.

. Have students save, name, and print their essay. Name it BOOK.

Summary:

. Have a volunteer read his/her entire essay.
. Ask the class if this "bare bones" essay would sell the book to a reader.
. Ask the class what has to be done to make the essay come to life.

Worksheet One

Directions:

To qualify as a writer for the school newspaper, you have been asked to submit a review of a book (novel, autobiography, biography, play, nonfiction) in which you presuade your reader to read the book.

Write this persuasive book review. In your review be sure to:

. give the title and author of the book.

. state your opinion of the book.

. offer three reasons why this book should be read by others.

. write at least 200 words.

Lesson Eleven
The Persuasive Essay - Part II

Aim: How can we develop explanations that will make our reasons convincing?

Performance Objectives: Students will be able to:

- explain their reasons by citing references to and examples from the literary work.
- see the need to dramatize the reason.
- demonstrate a grasp of word processing concepts: insert, delete.

Pre-lesson Activity:

- Put your storage disk in the disk drive.
- Recall BOOK.
- Press the END or similar key. Press the ENTER (CARRIAGE RETURN) key twice.
- Write the following sentences on the chalkboard.

> One reason to read I Know Why The Caged Bird Sings is that this autobiography deals with a very sensitive subject that adolescents have in common. Adolescents can learn a lot by reading about these subjects.
>
> (Note: Use a book that the class has read.)

Motivation:

- Have one student read the sentences on the chalkboard.
- What word or words have been purposely selected to persuade you to read this autobiography?
- What does the writer still have to do to persuade you to read the book?
- Today we are going to focus on developing our reasons so that they are effectively persuasive.

Development:

- What are the key words that really interest the reader? What are some of the very sensitive subjects in this book? Of all these, which is the most sensitive issue?

(Note: Students will probably select Maya's rape and its consequences.)

- Should you use a rape scene in order to persuade someone to read a book? (The discussion should lead to including the rape not as an example of the act but as an example of feelings that many teens have in common: guilt, fear, humiliation)

- How can we add what we have just discussed to these two sentences?

  Note: The teacher may demonstrate how to information into the text.

- Have students evaluate the original text with the revised text.

Revised Text:

One reason to read I Know Why The Caged Bird Sings is that this autobiography deals with very sensitive subjects that adolescents have in common. When Maya is raped by her mother's boyfriend, Mr. Freeman, she feels guilt, humiliation, and fear. While most teenagers are not raped, they do have these feelings when place in situations over which they have no control. By reading this book, adolescents would not feel so alone and isolated when situations that cause these feelings to occur.

. Have students suggest guidelines for making their reasons come to life.
. Have students return to their "bare bones" essay.
. Direct them to revise their reasons according to established guidelines.
. Review or teach how to insert.
. Have students save and print their work.

Summary:

- How do we write convincing reasons?

Homework:

- Reread the draft of your essay and make revisions as your hard copy.

Lesson Twelve
The Persuasive Essay - Part III

Aim: How do we complete our persuasive essay?

Performance Objectives: Students will be able to:

. write a conclusion to the persuasive essay.
. rearrange (move) the reasons into their most effective order.
. edit and print a final copy of their essay.

Pre-lesson activities:

- Put your storage disk in the disk drive.
- Recall BOOK.
- Reread your reasons for their ability to persuade the reader.

Motivation:

- Look at the original outline we wrote for our persuasive essay.
- What have we done to develop it to this point?
- What do we have left to do?
- Today we are going to focus on concluding our essay.

Development:

. Have students press the END or similar key. Have students press ENTER (CARRIAGE RETURN) twice.

- What was our purpose in writing this essay? What would be an effective way to end this review?
  Note: The teacher might wish to read the concluding paragraphs of several book reviews keeping in mind how the book review differs in purpose and tone from the persuasive book review assignment.
. Establish a set of criteria based on the class's suggestion.
. Direct students to key an ending to their essays.
. Read and evaluate several endings.
. Ask students to look at their essays as a whole and to evaluate which reason seems strongest. Ask where the strongest reason should be placed. Have students move their paragraphs into the order they think most effective.
. Have students proofread their essays making any necessary changes.
. Have students print a final completed version of the essay.

Summary:

- What steps have we followed over the last several days that have enabled us to persuade someone to read a book that we recommend?

PART III

Staff Development

Providing for Training Activities

The training of staff in computer methodology and management of computer use must become a priority of the supervisory and administrative staff. Much can be done at the school level to provide for staff development:

Administrative Considerations

- Make computer rooms available to the staff when they are not being used for classroom instruction.
- Post a computer room utilization schedule to provide information to the staff regarding computer room availability.
- Contact computer vendors (IBM, Radio Shack, Apple, Commodore) for their complimentary workshops and demonstrations.
- Devote a portion of mandated Staff Development Days (September, January) to different aspects of computer training.
- Release per-session monies for a trainer to conduct after-school workshops.

Supervisory Considerations

- Request a computer for the department office.
- Devote several department conferences to computer training.
- Develop a departmental file of lesson plans for use in computer rooms.
- Standardize the first one or two lessons taught in a computer room (see Section II). Keep a file of these lessons available to all teachers
- Plan first lessons with the teacher at the computer using the same programs students will use.
- Pair experienced teachers with enthusiastic inexperienced teachers for team teaching.
- Provide opportunities for teachers to use computers for professional activities: lesson planning, test development, rexograph stencil production, departmental letters to parents, record keeping, etc.
- Prepare a file of notes for each software package program the department owns. Two examples follow.

SAMPLE SOFTWARE PROGRAM DESCRIPTION FORMS

Format I

Program Title_____

Brief Description of Program

How to Boot the Program

Special Notations

Format II

Program Title: Dictionary Skills

How To Boot The Program

1. Put the Dictionary Skills Disk in Drive A. Close the drive door.
2. Turn the CPU on. Turn the monitor on.
3. Program boots automatically.
4. At the title screen, press any key to continue, as prompted.

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Notes:

1. Once a student selects a module and begins the practice exercises, he/she must work the whole module. There is no way to exit the program.
2. Management system is available. Student scores are generated after the completion of a module.

Departmental Conferences

A series of department conferences may be planned which train teachers in methodology and management concepts. Whenever possible, conferences which focus on computer training should be held in consecutive months.

Conference I: Focus on Hardware and Software Functions

I. Parts of a Computer (CPU, Monitor, Disk Drives, Keyboard)

II. Disks
   - A. Types (DOS, Program, Storage)
   - B. Part of Disk (Permanent Label, Temporary Label, Recording Surface, Envelope)
   - C. Handling a Floppy Disk

III. Keyboard
   - A. Similarities to Typewriter
   - B. Differences from Typewriter
   - C. Function Keys, Control Keys, Numeric Pad

IV. Booting the Machine

V. Examining a Main Menu

VI.

WP Program	CAI Program
Enter Edit Mode Key a Brief Exercise to Demonstrate Wrap-around Feature	Select a Module Perform Several Practice Exercises

VII. Deboot Machine

Conference II - Focus on Word Processing

I. Boot the Machine
II. Enter Edit Mode
III. Key an Exercise (Brief) or Respond to Pre-Writing Guidelines
IV. Cursor Movement
V. Making Corrections (Strikeover, Delete, Space Bar, Insert)
VI. Save Text
VII. Name Text
VIII. Deboot Machine

Conference III - Focus on Revision

I. Boot Machine
II. Recall (Get) Previously Stored Text
III. Revise Text (Insert, Move, Change Tabs, Block Indent, Center)
IV. Save Text
V. Print Text
VI. Deboot Machine

Conference IV - Focus on Teachers' Use of Computer

Ask teachers to bring to the conference material they will distribute on a rexo during the week. (list of topics for a test, vocabulary words, writing assignments, literature response questions, etc.)

I. Boot Machine
II. Create Heading / Footer from Define a Page Option
III. Create Text
IV. Save Text
V. Print Text on Rexograph Stencil (Use the Letter Quality Printers to do this.)
VI. Deboot the Machine

Conference V - Focus on a Lesson Simulation

I. Boot Machine
II. Department Becomes the "class": Assistant Principal or Computer Facilitator teaches a model lesson to the members of the department
III. Department is asked to evaluate the model lesson (See following evaluation form.).
IV. Department is subsequently invited to observe this lesson when being taught to a "real" class.

SAMPLE EVALUATION FORM

Evaluation of Model Lesson

1. Were the instructional objectives of the lesson achieved?

2. What aspects of the writing process were incorporated into this lesson?

3. Were word processing techniques successfully planned for and incorporated into the lesson? How?

4. What aspects of classroom management were facilitated

   a) prior to the lesson?

   b) during the lesson?

5. What difficulties do you see in presenting this lesson to a "real" class?

1. Writing a Diamond Poem (Part II, p. 65)

2. Changing a Poem's Point of View to Broaden Understanding of a Childhood Experience ("My Parents Kept Me From Children Who Were Rough")

3. Writing a Soliloquy (Part II, p. 81)

Personal/Professional Uses of Computers

Teachers should be encouraged to use the computer for personal growth and development. Staff training should clarify that a teacher can use the computer in many ways. Some examples are:

- to produce and store lesson plans.
- to produce and store tests (especially helpful when Form A and Form B of an examination must be given).
- to produce and store a departmental file of test questions to which members of the department are asked to contribute and from which they may draw.
- to produce and store class handouts.
- to produce and store letters to parents, letters of recommendation, letters to students.

In addition, staff training should include training in a data base and a file system which will help teachers to:

- use a file system for record keeping.
- use a data base system for report writing.

APPENDICES

Appendix A: Computer Repair Form

Room_____ Date_____ Time_____

1. Description of the problem

_____
_____
_____
_____
_____

2. Problem appears to be in:

(A)_____plugs or outlets
(B)_____connecting cables
(C)_____software
(D)_____disk drive
(E)_____keyboard
(F)_____monitor
(G)_____printer
(H)_____central processing unit (CPU)

3. Has substitution been used to verify which component is defective? _____

4. What is the ID number of the defective component?

a. CPU_____ b. keyboard_____ c. monitor_____

5. Where is the defective component located now?_____

6. What follow-up action is recommended?_____

_____
_____

7. Please list the names of staff members who have helped to investigate this problem.

1._____
2._____
3._____
4._____

Teacher's Signature _____

Appendix B: Copyright Laws

Policy Regarding Software Duplicaton

1. Duplication of copyrighted software or documentation is prohibited.

2. Software publishers must be contacted to verify procedures for making back-up or multiple copies in compliance with licensing agreements.

3. A publisher's written permission is required to download or network programs to other microcomputers.

4. No student or Board of Education employee may use school computers to duplicate copyrighted software.

5. The use of illegally duplicated software, however obtained, is prohibited on all Board of Education facilities.

6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

Appendix C: Software Evaluation Guidelines

CRITERIA FOR EVALUATING EDUCATIONAL SOFTWARE

In reviewing educational software, an educator should be aware of several important criteria.

Good software should:

- contain no factual errors.
- contain several, different and simplified examples.
- contain no outdated information.
- contain no inaccurate displays or figures.
- contain no badly or inaccurately used statistics.
- be of educational value.
- teach and/or reinforce knowledge and skills that have some purpose and use.
- be free of racial, ethnic, sexual or other stereotypes.
- have explicitly stated goals and objectives.
- define its target audience.
- challenge but not frustrate the user.
- contain material which is presented clearly and logically.
- make definitions and explanations easily available to the student (help screens, menus which are easily accessible).
- have a smooth transition between concepts and the activities in the program.
- contain support material and program text on an appropriate reading level.
- specify time needed to complete the assignment.
- provide appropriate amounts of work within each step of the program.
- contain appropriate responses (level of difficulty) for the student using the program to be able to go on to the next step.
- contain graphics, sound or color, whichever are appropriate for the instructional level and purpose of the program.

- motivate the student.

- interact with the student.

- be user friendly.

- reinforce in a positive manner.

- be stimulating.

- allow the student to make many decisions and answer open-ended questions rather than only give questions needing a yes or no or true or false answer.

- provide feedback (for the teacher) on student's responses and progress.

- allow for an authoring system, where appropriate.

- be non-threatening, yet corrective (when necessary) and explanatory. Students should be told why something is wrong not just that it is wrong.

- allow students to control the rate and sequence of the presentation on the screen.

- be arranged so that the difficulty of the material progresses according to the student's ability.

- contain documentation which aids the teacher and is clearly written.

Appendix D: Technical Assistance

The Office of Technology maintains a Technical Assistance Center (TAC) in each of the five boroughs. These centers are equipped with a wide variety of computers, software, and, most important, experienced advisors to help you use the computers in your school more effectively and to answer any questions computer education you may have. All New York City Public School teachers are welcome to make use of TAC facilities, either by telephone or in person, at any time during the year. TACs are normally open from 9 A.M. to 5 P.M. during the school year and through all school vacations, including the summer, but daily hours can vary. Call first.

Bronx TAC
1000 Teller Avenue
Bronx, N.Y. 10456
(212) 588-0279

Brooklyn TAC
3000 Avenue X
Brooklyn, N.Y. 11235
(718) 769-2860

Manhattan TAC
134 West 122 Street
New York, N.Y. 10027
(212) 662-0122

Queens TAC
167-01 Gothic Drive
Jamaica, N.Y. 11432
(718) 658-0491

Staten Island TAC
1200 Manor Road
Staten Island, N.Y. 10314
(718) 494-5042

Appendix E: Glossary of Computer Terms

BLOCK INDENT--
The indenting of a whole portion of text in a document.

BLOCK MARKERS--
Markers which let your word processor know which section of the text you want to delete, copy, or move.

BLOCKING TEXT--
To make a certain portion of a document stand out by indenting it from the margin in a block.

BOLDFACE--
An extra darkness or thickness in some characters printed on a paper. Boldface is a special command you give your word processor. The characters in boldface will be darker than the other characters when printed.

BOOTING--
To program the computer for start-up by turning it on and by inserting a program disk.

BUFFER--
An area of memory used for short term storage of text or data.

BUG--
Error: may be either a programming error or equipment malfunction.

BYTE--
The entire binary representation of a character is called a byte. In the computer's binary code the letter A looks like 1000001, B looks like 1000010, and so on. The whole expression is a byte; each individual is a bit.

CANCEL--
To undo a command you have started to give a word processor. Most commands are cancelled by the ENTER or ESCAPE key.

CAPS LOCK--
This key allows you to enter your text in capital letters without having to shift between the upper and lower case.

CATALOG--
A list of the titles of the documents you have stored on the computer disk. It is also called a directory.

CENTER--
To type or print a line of text so that it has even margins on both sides. A word processor centers text by putting the same number of characters to both left and right of the center point.

CHARACTER--
Single items that can be arranged in groups to stand for information. There are two forms: (1) numbers, letters, graphic symbols, etc., that can be understood by human beings, and (2) groups of binary digits that can be understood by the computer. A character is usually represented by one byte.

CHARACTER PRINTER--
A type of printer that produces text one character at a time as opposed to one line at a time.

CLASSROOM MANAGEMENT SYSTEMS--
A program that maintains the class records for a teacher. It may include grades, test scores, attendance, as well as other student information.

CLEAR KEY--
Pressing a clear key will remove your work from the screen and/or the computer's memory.

COMMAND--
An instruction given to the computer from an input device.

COMPUTER-ASSISTED INSTRUCTION(CAI)--
Direct instruction conducted by the computer. Examples of this type of instruction are: drill and practice, tutorial, simulation and gaming, inquiry and dialogue, information retrieval, and problem-solving.

COURSEWARE--
Instructional materials for the computer, including the program itself (in disk or tape form), and the teacher and student print materials needed for appropriate use.

CPU--
The Central Processing Unit controls what the computer does. The arithmetic, control, and logic units do computations and direct functions for the computer.

CURSOR--
A blinking light that shows you where the next character will appear. The cursor can be moved with four different keys.

DAISY WHEEL PRINTER--
A printer that has a wheel mechanism, with characters on the perimeter of the wheel. The wheel rotates to place the appropriate character in print position. A "hammer" strikes the character, forcing it against a ribbon, thereby forming an impression on the paper. The daisy wheel printer forms a solid character on the paper; it has the reputation for great reliability and is relatively inexpensive.

DATA--
The information given to or received from a computer.

DATA FILE--
The location where information is filed or placed.

DEBOOT--
The act of removing the program and the storage diskettes from the computer and turning off the computer and the screen.

DEBUG--
The process of finding, locating, and correcting errors in a program.

DECIMAL TABULATOR--
A feature that allows for automatic aligning of decimal points when vertical columns of numbers are being entered.

DEFAULT--
The automatic settings on a computer. For example, the default setting for spacing is single. This means that all text will automatically print in single space. Anyone wishing to change the spacing on any text must change the default setting.

DELETE--
To remove characters or words from a text.

DESTRUCTIVE KEY--
A key that erases an old character and replaces it with a new character.

DISK--
Magnetic coated material in a 5" or 8" record-like shape on which information and programs are stored. The information is stored randomly and is therefore able to be retrieved faster than on cassette storage. Sometimes called diskettes, discs or floppy disks.

DISK DRIVE--
A mechanical unit that may be built into the microcomputer case or may be an add-on peripheral which reads and records on a round magnetic surface. See also "disk" and "floppy disk."

DOCUMENT--
A unit of information or file that is stored on a disk. Also called text.

DOCUMENTATION--
A written description of a piece of software or hardware. It gives the directions to operate a program or piece of equipment.

DOS--
Disk Operating System. A set of programs and instructions that permit interaction between the diskettes and the microcomputer.

DOT MATRIX--
A method to generate graphic characters by using dot patterns. A 5 x 7 dot matrix is a common example.

DUAL DISK DRIVE--
A computer which has two disk drives and can hold both the program disk and the storage disk at the same time.

EDITING KEYS--
Special keys that allow a word processing operator to insert or delete portions of text displayed on a screen.

EDITING TEXT--
The act of making changes in a document, including inserting, deleting, and moving text.

END KEY--
This key brings the cursor to the end of the document.

ESCAPE--
A command that gives the word processing operator an easy way of avoiding any mistake; avoiding the mistake is done by pressing the ESC key. The ESC key usually returns you to the main menu.

EXECUTE--
The running of a computer program.

EXIT--
To leave or quit a computer program. The exit key usually brings you back to DOS.

FACE--
Typeface; a particular style or size of type used in printing.

FILENAME--
Number or letter characters to identify a file or collection of data.

FLOPPY DISK DRIVE--
A device for storing masses of information on a rotating, flexible, metallic-coated plastic disk which is similar to a 45 rpm record. Information can be stored and retrieved.

FOOTER--
Text to be printed at the bottom of a page. Data to include might be the page number, a footnote, or a chapter title.

FORMAT--
The layout and appearance of a text, page, or an entire document. Format includes line length, vertical and horizontal spacing, headings, tab stops, indentation, paragraphing and block text layouts.

FUNCTION KEYS--
The gray keys on some computers (F1-F12) tnat enables one to perform word processing operations.

HARDCOPY--
Data or information printed on paper as distinguished from the temporary image on the computer's screen.

HARDWARE--
The physical equipment that goes into a computer system, consisting of the central processing unit plus all peripherals.

HEADER--
Text intended to be printed or displayed at the top of a page.

HELP MENU--
A list of all the features of a word processing program with the specific function key used to perform that feature.

HIGHLIGHT--
An extra brightness to certain characters on a screen.

HOME KEY--
This key brings the cursor to the beginning of the document.

INSERT--
To add characters or words to a text.

JUSTIFYING TEXT--
Adjusting lines of text so that each fits evenly between the right and left margin.

KEYBOARD--
Similar to a typewriter keyboard, this is where information is put into the computer, includes computer function keys, such as reset, run, clear, etc.

LINE PRINTER--
A type of printer that produces text one line at a time as opposed to one character at a time.

LINE SPACING--
The amount of empty space between consecutive printed lines. Line spacing is a formatting decision that affects the way your text will look when it is printed.

MARGINS--
The blank areas between your printed text and the top, bottom, left and right edges of the paper it is printed on. Margins are an important part of the format of the printed document.

MEMORY--
The integrated circuits of a computer which store information. In microcomputers, they are referred to as random access memory (RAM) and read only memory (ROM).

MENU--
A list of files that are stored on a disk; a list of activities which a program is able to do; also called a CATALOGUE.

MICROPROCESSOR--
An integrated circuit that executes instructions inside the microcomputer. It is the "brain" of the computer.

MOVING TEXT--
The ability to remove a specific section of a text from one location and to insert it into another location in the text. You can move a character, word, sentence, paragraph, or whole block of text.

PAGE-UP/PAGE-DOWN--
These keys allow you to scroll your text back or forward since only part of the text is visible on a screen at one time.

PERMANENT MEMORY--
Holds special instructions on how to store, combine, and move data. Even when you turn the computer off, this information remains inside.

PERSONAL COMPUTER--
A microcomputer designed for instructional uses, entertainment, personal or business recordkeeping, etc.

PRINTER--
A peripheral device that collects output data from the microcomputer and prints it on paper. Printers are defined as impact or non-impact. Impact printers strike the paper by a ribbon (like a typewriter). Non-impact printers form characters by electrical charges, or by spraying ink.

PROGRAM DISK--
A set of instructions for getting a computer to perform a desired operation; PFS:WRITE is one word processing program disk.

PROMPT--
A helpful message or question from your program. A prompt 1) can be a symbol, such as ">" 2) can tell you there is a problem, such as "Diskette error" 3) can ask you a question, such as "Save what?" 4) can ask you to rethink a decision, such as "Are you sure?"

PROOFREADER'S MARKINGS--
Symbols commonly used to correct copy.

PROTECTION TAB--
A tab that is placed on the notch of the storage disk so that your work will not be erased.

REVISIONS--
Any changes in text that result in making the ideas presented in the text clearer and more accurate.

RULER--
This is at the bottom of some editing screens and shows you the margin settings, the tab settings (T), and the indent (I).

SAVE--
A command which causes information in the computer to be "written" into off-line or mass storage.

SAVING TEXT--
To transfer a copy of your work from the computer's memory to a storage disk. Saving prevents your work from being lost when the computer is turned off. Saving puts the text into the permanent memory.

SCROLLING--
A technique of displaying data on a cathode ray tube (CRT) screen. Each line of data appears first at the bottom and moves upward as new lines are displayed. Eventually the line disappears off the top of the screen.

SEARCH AND REPLACE--
To look for a particular word or string of words in a document and replace it with another word or string of words. This comes in handy when you realize that you have mispelled the same word several times or when you are sending the same letter to several people and have used their name in the body of the letter.

SHIFT KEY--
This key enables you to type upper and lower case characters.

SOFTWARE--
The programs and accompanying documentation. Software is stored on tape cassettes, disks, and solid state cartridges. These are permanent methods of storage and are not erased when the computer is turned off. The computer reads the software into its temporary random access memory (RAM) in order to manipulate the data in its functioning. Also see: courseware.

STATUS LINE--
The information that is printed on some editing screens. It tells you what page you are working on, the amount of space left, and the name of your document.

STORAGE DISK--
A disk different from a program disk which enables the user to store and save material for future use.

TAB STOPS--
Points at which the cursor stops after depressing the tab key.

TEMPORARY MEMORY--
Holds special instructions that you give your computer. When you turn off the computer, everything in the temporary memory disappears.

TRANSPOSE--
To switch places.

UNDERSCORE--
Another word for underline. To print a straight line below one or more characters. Usually, the underline appears on the hard copy and not on the monitor.

UNJUSTIFIED TEXT--
To print text so that the left line touches the margin but the right line does not. The right margin appears to be "ragged" and uneven.

WORKING COPY--

This prompt tells you that you are creating a new document for the first time.

WRAP AROUND--

A word automatically moves to the next line when it cannot fit on a line of text. This feature of the word processor eliminates the need to key a return at the end of each line of text.

Appendix F: Copying Public Domain Diskettes

Like plays, novels, songs, textbooks, and all other published material, the programs and files on a published computer diskette are fully protected by the copyright laws of the United States. No diskette can legally be copied without the appropriate permission of the publisher. The position of the Office of Technology of the New York City Board of Education on diskette copying is clearly stated in the June, 1986 issue of COMPUTALK:

1. Duplication of copyrighted software or documentation is prohibited.

2. Software publishers must be contacted to verify procedure for backup multiple copies and licensing agreements.

3. A publisher's written permission is required to download or network programs to other microcomputers.

4. No student or Board of Education employee may use school computers to duplicate copyrighted software.

5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.

6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

Although the New York City Board of Education does not have computer diskettes under contract at this time, New York City schools can order diskettes through companies that have been awarded New York State Supply contracts. If you wish to purchase additional diskettes, the Office of Technology suggests that you contact:

Kilobytes Incorporated
80 Davids Drive
Hauppauge, N.Y. 11788
(516) 231-1800
contract number P23590

The item number for flexible diskettes size 5 1/4 inches is MD00505. The description is 1 sector (soft sectored, and the price is $5.50 per box of ten.

Copying Public Domain Diskettes for the Apple IIe and Apple II Plus

To make a copy of your data diskettes or public domain program diskettes, follow these steps:

1. Before proceeding, be sure that the diskette you wish to copy is write protected. Write protecting your diskette will prevent you from accidentally erasing or overwriting any of its programs or files during this or any other use of the diskette. You can write protect a diskette by placing a small piece of opaque tape over the write protect notch on the diskette's left side.

2. Insert the DOS 3.3 System Master diskette into drive 1 and turn the computer and the monitor on. When the Applesoft prompt and cursor appear type in RUN COPYA and press RETURN.

3. The screen will display the message

```
APPLE DISKETTE DUPLICATION PROGRAM
ORIGINAL SLOT:    DEFAULT = 6
```

   Press RETURN.

4. The screen will display

```
ORIGINAL SLOT: 6
       DRIVE:     DEFAULT = 1
```

   Again, press RETURN.

5. The screen will display

```
DRIVE: 1
```

   and add a new message:

```
DUPLICATE SLOT:  DEFAULT = 6
```

   Press RETURN.

6. The screen will display

```
DUPLICATE SLOT: 6
```

   and ask one last question:

```
DRIVE:     DEFAULT = 2
```

   If you are using an Apple II Plus or IIe with one disk drive, change the number 2 to 1 and press RETURN. If your machine has two disk drives, simply press RETURN. The screen will display

```
-- Press `RETURN' key to Begin Copy --
```

7A. If you are using a computer with two disk drives, the screen will give you no further instructions. Remove the DOS 3.3 System Master diskette and insert the source diskette into drive 1. (The source diskette is the diskette you want to copy.) Insert the target diskette into drive 2.

(NOTE: It is not necessary to format a new diskette before using it as the target diskette. The Apple II Plus or IIe will format it automatically before copying onto it.)

Press RETURN. Reading and Writing messages will appear alternately as the computer reads the source diskette and writes onto the target diskette. If the target diskette has not been formatted before, the screen will also display Formatting.

7B. If you are using a computer with a single disk drive, press the RETURN key. You will have to alternately insert and remove both the source diskette and the target diskette during the copying procedure. The screen will tell you what to do at the proper times. Follow its instructions carefully. When you insert the target diskette for the first time, the screen will display the word Initializing while it proceeds.

When the screen displays the message

DO YOU WISH TO MAKE ANOTHER COPY?

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y and press RETURN. The screen will repeat the message

-- Press `RETURN' key to Begin Copy --

You can repeat this procedure as many times as necessary and make as many copies of your original data or public domain program diskettes, as you need.

Diskcopy with One Disk Drive

To make a copy of a data diskette or public domain program diskette on an IBM PC, PCjr, or IBM compatible Tandy computer with a single disk drive, follow these steps:

1. Before you start, be sure that the diskette you wish to copy is write protected. Write protecting a diskette will prevent you from accidentally erasing or overwriting any of its programs or files. You can write protect a diskette by placing a small piece of tape over the write protect notch on its left side.

2. Insert the DOS diskette into the disk drive, turn the computer and the monitor on, wait for the DOS to boot up, then enter the date and time. The last line on the screen will be A>.

3. Type Diskcopy, then press ENTER. The screen will display the message,

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   The SOURCE diskette is the diskette you want to copy. Remove the DOS diskette from the disk drive and insert the Source diskette. Press ENTER.

4. The screen will display a Copying . . . message, then the following instructions:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

   The TARGET diskette is the diskette you want to copy to. Remove the source diskette from the disk drive and insert the Target diskette. (NOTE: It is not necessary to format a new diskette before using it as the target diskette. Diskcopy will format automatically before copying.) Press ENTER.

5. If your target diskette has not been formatted before, the screen will display a Formatting . . . message before it copies. After it has formatted and copied, it will repeat the message it gave you in step 4:

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   Remove the target diskette from the disk drive and insert the source diskette again. Press ENTER.

6. After another Copying . . . message, the screen will repeat the message from step 5:

   ```
   Insert TARGET Diskette in Drive A :
   ```

Press any key when ready . . .

Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

7. This is the last stage of the procedure. When the screen displays the message

Copy another diskette (Y/N)?

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y. The screen will repeat the message

Insert SOURCE Diskette in Drive A :
Press any key when ready . . .

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need.

Diskcopy with Two Disk Drives

Copying on an IBM PC or IBM compatible Tandy with two disk drives is an even easier procedure, because it doesn't require alternately removing and inserting the source and target diskettes. Follow the directions for steps 1 and 2 for a computer with one disk drive, then type in Diskcopy A: B: at step 3 and press ENTER. The screen will display this message:

Insert SOURCE Diskette in Drive A :
Insert TARGET Diskette in Drive B :
Press any key when ready . . .

Remove the DOS diskette, insert the source and target diskettes into the proper disk drives and press any key on the typewriter keyboard. The screen will display a copying . . . message while it copies the source diskette and a formatting . . . message if the target diskette hasn't already been formatted. When the screen displays the message

Copy another diskette (Y/N)?

the procedure is over; the target diskette has been made into a duplicate of the source diskette. If you want to make another copy of the source diskette, type in Y and repeat the procedure.

Appendix G: Caring for Your Diskettes

Your computer diskettes will provide years of dependable service if you and your students handle them properly by following a few simple procedures.

1. Never handle a diskette unnecessarily. When it is necessary to touch a diskette, hold it by the corner near the label, and touch as little of its surface as possible. Under no circumstances should you ever touch the interior magnetic recording surface, either through the center of the diskette or any other opening in the diskette cover.

2. Never bend or fold a diskette or allow pressure to compress it's edges.

3. Whenever possible, write out the diskette label before affixing it to the diskette. If it is necessary to write on the label after it has been affixed to the diskette, always use a felt tipped pen or marker. Never write on the diskette with a pencil or ball point pen.

4. Never attach anything to a diskette with a paper clip of any kind.

5. When a diskette is not in use, always return it to its paper envelope. Store it in a cool, safe place, away from direct sunlight, excessive heat, moisture, dust, and dirt of any kind.

6. Computer diskettes are magnetic, and any contact with other sources of magnetism can destroy the programs and files that are stored on them. Keep your diskettes away from magnets of any kind, no matter how harmless they seem to be. Magnetic desktop paper clip holders (a principal source of trouble because they aren't obvious), magnetic children's toys and so forth can damage your diskettes no matter how harmless they appear to be.
   In addition, many common electric and electronic appliances are sources of magnetism. Televisions, radios, electric lights, and even the screen of your computer monitor produce minute amounts of magnetism which can cause diskette damage. Store your diskettes away from these devices when they are not in use, and do not allow your diskettes to come into contact with them when you are using them.

7. Never attempt to clean a diskette with cloth or fluid.

8. Always write protect your important diskettes by covering the notch in the left side with tape. This will keep you from accidentally erasing or overwriting an existing program or file.

9. Finally, accidents that ruin or erase diskettes are bound to happen. Learn how to use the diskcopy and copy commands on your DOS, and, as a precaution, always make backup copies of any diskettes you would find difficult or impossible to replace.